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ABSTRACT

The objective of the document is to provide analyses of curriculum materials that will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials that are appropriate to their students, school, and community on the basis of grade level (K-6, 7-12), discipline, underlying philosophy, goals, strategies, structure, context, innovativeness, and merit. Analyses are divided into sections by grade-level clusters. Basal materials, supplementary materials, and teacher resource materials are evaluated and signed by the evaluator. The two page analyses are followed by shorter analyses of revised editions and include an overview, required/suggested time, intended user characteristics, rationale and general objectives, context, teaching procedures, and evaluative comments and suggestions. Indexing is by author, grade-level, publisher and subject area. Addresses of publishers and distributors are provided. (PPB)

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MATERIALS AND
RESOURCES

# data book

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Leslie Hendrikson, Editor

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# DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

## Volume 13

Edited by Leslie Hendrikson

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Leslie Hendrikson

# CONTENTS

Acknowledgments . . . ii
Introduction . . . 1
Analyses of Elementary Curriculum Materials
  Basal Materials . . . 3
  Supplementary Materials . . . 15
Analyses of Secondary Curriculum Materials
  Basal Materials . . . 33
  Supplementary Materials . . . 99
Analyses of Teacher Resource Materials . . . 133
Indexes
  Author/Editor/Developer Index . . . 155
  Grade-Level Index . . . 157
  Publisher Index . . . 157
  Subject-Area Index . . . 158
Publishers'/Distributors' Addresses . . . 159

# INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching—lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions that are answered—to the extent that reliable information is available—in the *Data Book of Social Studies Materials and Resources*.

Our objective is to provide analyses of curriculum materials that will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials that are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

## Development of the Data Book

The *Data Book* project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)—an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the *Data Book* project. The *Data Book* was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the *Data Book*. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the *Data Book* had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the *Data Book*. The paperbound version provides periodic updates of materials reviewed in previous volumes. The current volume is the tenth annual version.

## Organization and Use of the Data Book

The *Data Book* is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the *Data Book* analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials that meet their preliminary criteria for selection.

Analyses of curriculum materials in *Data Book* are divided into sections by grade-level clusters. Thus, the first major section of the book contains analyses of elementary (K-6) social studies materials; four new two-page analyses and two one-page revised analyses of basal programs are followed by 38 brief descriptions of supplementary materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 24 new analyses of basal programs are presented, along with 16 shorter analyses of revised editions. The secondary curriculum materials section includes 69 brief descriptions of supplementary materials.

The two-page analyses of new materials are presented first, arranged in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

The two-page analyses are followed by the shorter analyses of revised editions, also arranged in alphabetical order by title. These shorter analyses include all the heading information provided in their longer counterparts, along with a reference to the *Data Book* volume in which the previous edition was reviewed, an overview of the most significant features of the materials, a description of the major revisions in this edition, and the analyst's comments and suggestions.

The third section of the *Data Book* includes 36 short analyses of teacher resource materials. The analyses of books for teachers are arranged alphabetically by title. Each analysis includes information about the authors or developers, publisher, publication date, grade level, materials and cost, and subject area. The analysis also describes the purpose of the publication, ways it can be used, and the content. Most of the books described provide practical suggestions and ideas for classroom teachers. Eight directories or bibliographies are listed at the end of this section.

The curriculum materials analyses and teacher resource descriptions are numbered consecutively throughout the *Data Book*. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

## Selection of Materials

Materials analyzed in the *Data Book* must be intended for students or educators in grades K-12. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

This year, we are attempting to analyze all new and revised basal programs. Most of the programs analyzed are texts, but materials in other forms are also included if they are designed to serve as the core material for a social studies course of at least nine weeks. Full two-page analyses of revised editions are included only if the text has not previously been reviewed or if the revisions are so substantial that the original analysis would no longer be descriptive of the program.

Materials selected for analysis in the teacher resource section generally have some practical classroom application, although materials of an analytical nature may be included if they are thought to have some particular relevance to teachers or curriculum planners.

# BASAL ELEMENTARY CURRICULUM MATERIALS

Entry No. Title Page No.

New Analyses

1. Reading About Our World . . . . . . . . . . . . . . . . . . . . 5
2. Scott, Foresman Social Studies . . . . . . . . . . . . . . . . 7
3. Silver Burdett and Ginn Social Studies . . . . . . . . . . . . 9
4. You and Me Series, The . . . . . . . . . . . . . . . . . . . . 11

Updated Analyses

5. HBJ Social Studies: Landmark Edition . . . . . . . . . . . . 13
6. Our Nation, Our World . . . . . . . . . . . . . . . . . . . . 14

Note: Components of the programs reviewed in entries 2 and 3 can also be used at the junior high school level.

## 1. READING ABOUT OUR WORLD

| | |
|---|---|
| **Publisher:** | Educational Insights |
| **Publication Date:** | 1987 |
| **Grade Level:** | 1-6 |
| **Materials and Cost:** | 2 primary kits, $39.95 each; 4 intermediate kits, $49.95 each |
| **Subject Area:** | Reading in the content areas, social studies |

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### Overview

Although this program is intended as a supplement to a basal series, the systematic 1-6 "expanding horizons" nature of the materials warrants full description. *Reading About Our World* sets contain high-interest supplementary reading and skill-building activities for use in social studies courses. The six kits are designed to tightly correspond to basal social studies programs. Each kit (A through F) comes in the form of a 16" x 10" x 3 1/2" durable box containing multiple copies of stories. These stories, along with colorful illustrations, are printed on sturdy reading cards. On the back of each card at the intermediate level is a basic skills check. Each kit also contains a teacher's guide. The materials lend themselves to individualized instructional approaches, supplementary reading in the social studies, and enrichment activities.

### Required or Suggested Time

Because the materials lend themselves to a variety of uses, no guidelines are given concerning time allotments and pacing of the materials. Since there are only 12 cards per kit at the primary level and 24 cards per kit at the intermediate level, however, teachers might want to purchase more than one level in order to provide for a broad range of reading abilities and extend the time spent on the materials.

### Intended User Characteristics

*Reading About Our World* kits have been planned for use by teachers in a variety of learning environments. The social studies teacher and the reading teacher committed to teaching reading in the content area are just two of the possible teachers who will be able to use the program. The stories raise important social issues and in many cases could serve as the basis for introducing a unit. For example, one story entitled "Blackout!" describes a period in 1977 when a New York City power outage led to a variety of social reactions: realizations of human dependence on electrical energy, fear by people caught in the dark away from home, camaraderie among people trying to help each other, problems encountered by doctors and others in the human service professions, and inevitable crime and looting by opportunistic members of society. The cards alone do not adequately deal with these issues but instead serve as discussion points for introducing social science concepts. They can also serve as springboards for student projects and research, supplemental reading, or small-group discussion.

### Rationale and General Objectives

The publisher's objectives include helping students to: "understand new basic social studies vocabulary words, recall social studies details, draw inferences, make generalizations, determine cause and effect relationships, make comparisons, make evaluations, hypothesize, analyze social studies concepts, and use basic map skills." Hence, the developers seem to be cognizant of Bloom's taxonomy and the need to develop higher order thinking skills. The extent to which the materials actually meet the objectives, however, depends entirely on the teacher's ability to create learning situations that develop these skills.

### Content

The content of these materials follows the "expanding horizons" approach used in basal elementary series. The stories in set A, "Our Families, Friends, and Neighbors," focus on family relationships, recognition of cultural similarities, identification of community workers, examination of rules, understanding directions, and examination of the use of resources. "Our Home, Our World, Our Past" (set B) identifies service workers, considers the workings of government, examines forms of transportation, recognizes cultural similarities and differences, and concludes with stories about using landmarks for directions, interesting inventions, and the use of resources. "Cities and Towns" (set C) examines the following aspects of cities: geography, history, business, transportation and technology, government, and neighborhoods. The fourth grade set, "World

Geography" (set D) examines the influence of geography on cultures living in mountains, deserts, rain forests, and Arctic plains. "American History" (set E) cards examine episodes relating to discovery and colonization, the new nation, new frontiers, minorities and immigration, economic issues, and the recent past. The final set, "World Culture," (set F) examines the cultures of the following areas of the world: North Africa and the Middle East, Europe, South Asia and the Pacific, East Asia, Africa, and Latin America. The items on the backs of the cards (or in the teacher's guide at the primary level) are grouped under vocabulary, recalling, analyzing, inferring, generalizing, determining cause and effect, and evaluating. They are, however, in multiple-choice format, which limits the possibilities for discussion and exploration.

### Teaching Procedures

The publisher recommends that if the program is being used as a supplement to a basal social studies series, the order of the stories be varied so that the skills and concepts being introduced coincide with the order in which these same skills and concepts are introduced in the basal social studies series being used. It is suggested that an entire class be divided into groups of three or less or that each student work through the kit at his or her own rate. Once a group of students has read a story, teachers may want to review the social studies basic skills check provided in the teacher's guide before asking students to work on another card.

The publisher recommends that students have access to correct answers and that they be allowed to correct their own work: "This process of reading the correct answers and comparing them with written responses is actually a good reading activity for students." It is recommended throughout that teachers have students involve themselves in additional activities related either to the stories or to the concepts under discussion in the stories.

Teachers are provided with two classroom management forms: a student record sheet and a teacher record sheet. Students can "blacken out" or X out the squares for the items that are answered correctly. The idea behind the student record sheet is that as additional social studies basic skills checks are completed and recorded on the student record sheet, a pattern will emerge, indicating those areas in which each student needs additional work. The publisher warns, however, that these forms are intended to help improve student social studies skills and their reading in the content area and should not be used as ends in themselves.

### Evaluative Comments and Suggestions

The publisher is to be applauded for attempting to create materials that encourage teachers to supplement textbooks with reading and discussion beyond the basal materials. The stories are thoughtfully written, easy-to-read, and lend themselves to a variety of uses. The major shortcoming of the program is that opportunities for student activities and research have not been capitalized on. Creative teachers will be able to create activities related to the reading. In the meantime, it is this reviewer's recommendation that the multiple-choice items on the reverse side of the story cards be replaced with a variety of student-initiated projects and further research suggestions. Overall, however, the materials are attractive and interesting.

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Data sheet by Leslie Hendrikson.

## 2. SCOTT, FORESMAN SOCIAL STUDIES

**Authors:** Various

**Publisher:** Scott, Foresman

**Publication Date:** 1988

**Grade Level:** K-7

**Materials and Cost:** **K**–book, paperbound, 80 pp, $4.16; teacher's annotated edition, 320 pp, spiralbound, $22.09; 20 study prints, $44.34; 30 posters, $144.24; **1-7**–8 texts, hardbound, 60-544 pp, $10.29-$17.49; 8 teacher's annotated editions, spiralbound, 256-640 pp, $20.57-$27.95 (Workbooks, desk maps, sticker atlases, and teacher's resource books are available for grades 1-7; test generator and data base software are available for grades 4-7. Contact the publisher for more information.)

**Subject Area:** Interdisciplinary social studies

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### Overview

*Scott, Foresman Social Studies* (1988) is a new series, not a revision of the publisher's previous elementary program. The series is arranged according to the expanding environments pattern, with several options provided for grades 6 and 7. Emphasis is placed on maps and globes, with a unit on the topic provided at the beginning of each text for grades 1-7. Six substantive units follow in each text. The kindergarten program is structured around a series of unique posters and stories provided in the teacher's edition.

A wealth of teaching materials, including strong visuals, is provided for each grade level. The use of visual materials is a strong point of the instructional approach, which tends to center on reading, discussion, and worksheet activities. The teacher's annotated editions coordinate the use of the numerous components well.

### Required or Suggested Time

Each text in the series is designed to provide a full year's work–in the lower grades this is construed to be as little as 66 days of instruction, in the upper grades as much as 180 days. A timetable is presented in each guide. In addition, the texts are divided into lessons for which one or two class periods are required.

### Intended User Characteristics

The series is intended for students in grades K-7. To provide for varied learning styles and ability levels, questions that guide reading are provided for each section of the student texts. Abundant visual materials are presented, and a range of reteaching and enrichment activities are provided. In addition, the reasonable amount of material covered in each lesson–generally one main idea–makes the texts accessible to all learners. Spanish editions are available for grades 1, 2, 3, and 5.

### Rationale and General Objectives

In order to achieve the "goal of social studies"–"the development of knowledgeable, thoughtful, and humane future citizens"–the authors of this series believe young students need six kinds of experiences in social studies: (1) those that allow them "to acquire facts and understandings about the world and its people," (2) those that help students "acquire an intellectual frame [i.e., concepts and generalizations] for dealing with social studies facts and understandings," (3) those that "develop an understanding of our system of government and law, respect for our system of values and our institutions, and the skills necessary for making decisions in a democracy," (4) those necessary to "master a variety of skills" (locating and gathering information, interpreting graphic aids, using maps and globes, understanding time and chronology skills, and thinking skills), (5) those that encourage development of "healthy self-concepts, to identify in a positive way with the various groups to which they belong and to grow in respect for the talents and achievements of other peoples and groups," and (6) "activities suited to their own individual learning styles." The specific objectives provided for each lesson in the teacher's annotated editions stress the first and fourth of these goals most strongly, although evidence of efforts to achieve all the goals is discernible.

### Content

The kindergarten program, *My World*, includes units on self, work, rules, and growth and change, plus two eclectic units with lessons on such diverse topics as weather, land and water forms, friends, and basic human needs.

The eight texts provided for grades 1-7 all begin with units on maps and globes. Each text contains six substantive units following this initial unit. The grade 1 text, *Families and Neighbors*, looks at families, friends and neighbors, rules, choices, our country, and countries around the world. The second-grade text, *Neighborhoods and Communities*, actually focuses little attention on neighborhoods, covering people in various kinds of groups, communities of the past, and communities around the world.

*Communities Near and Far*, the grade 3 text, examines such aspects of communities as their diverse people, economies, governments, and growth. Except for the final unit, the focus is on U.S. communities. The fourth-grade text, *Geography: Our Nation and Our World*, begins with a look at what geography is and how it is studied. This is followed by a regional analysis of U.S. geography and a very brief look at world geography.

The fifth-grade text, *America: Yesterday and Today*, presents a brief chronological survey of U.S. history. Social history topics are included. The text concludes with units on the United States today and U.S. neighbors in the Western Hemisphere.

Three options are available for grades 6-7. The first, *Our World: Yesterday and Today*, is more focused on the present than on the past. The first unit is an introduction to geography. The second looks at "Events that Shaped Our Modern World." The final four units look at four world regions, with only one chapter (of four or five) per unit devoted to history. *Europe and the Soviet Union* and *Latin America and Canada* provide more detailed coverage of the geography and culture of these regions.

### Teaching Procedures

For the kindergarten program, the posters are key elements. Each contains an area showing something about the main idea of the lesson and a smaller area related to the skill developed in the lesson. For example, in a lesson entitled "We Use Money," the poster shows four pictures of money being used; at the bottom are five coins and a dollar bill used for the skill activity, which involves comparing denominations. The instructional strategy for each lesson involves reading a story provided in the teacher's annotated edition, interpreting the poster, and completing workbook pages. The workbook pages cover both content and skills. Each lesson includes a box on "Social Skills," which extends the learning but also involves students in group work.

The instructional approach for grades 1-7 is basically consistent across grades. Reading, discussion, and paper-and-pencil activities predominate. For each lesson, the teacher's annotated editions provide knowledge objectives, skill objectives, detailed instructions for teaching the lesson, including suggestions for focusing students' attention, stating the purpose of the lesson, explaining and discussing the content, checking for comprehension, providing guidance practice, and assessing mastery. Also provided are ideas for developing vocabulary, relating the lesson to other subject areas, extending the lesson, reteaching concepts and skills, enrichment, and evaluation. The enrichment activities do provide variety.

Lesson, chapter (for grades 3-7), and unit reviews are built into the student texts, as are "Skills Workshops." The teacher's resource book contains masters for various kinds of student handouts, transparencies, posters with teaching ideas, and tests. Reduced copies of the various reproducibles are shown in the teacher's editions, which make coordination of the various components quite manageable. A sticker atlas is also available.

### Evaluative Comments and Suggestions

Scott, Foresman Social Studies is rich in teaching materials, particularly visual materials. The kindergarten program has especially strong teaching strategies, and the provision of stories for each lesson is a unique feature that teachers should find attractive. The program is rather highly structured.

For grades 1-7, the various components of the program are well integrated; teachers should have no difficulties coordinating use of the many pieces. Directions provided in the teacher's annotated editions are very detailed. Because of this fact and the fact that the publisher has kept the books shorter than many elementary series, teachers should find it very easy to teach.

The decision to limit length also has negative consequences. The content covered is thin, with little depth to challenge or excite students. In addition, at grades 1 and 2, it is difficult to grasp exactly how the various units in each text come together to support a coherent purpose. Scott, Foresman's previous elementary series interwove a thematic approach with expanding environments, developing seven themes in every grade level; this very approach might have counteracted some of the difficulties this reviewer had with the content of the 1988 series.

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Data sheet by Laurel R. Singleton.

## 3. SILVER BURDETT AND GINN SOCIAL STUDIES

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| **Authors:** | Various |
| **Publisher:** | Silver Burdett and Ginn |
| **Publication Date:** | 1988 |
| **Grade Level:** | K-7 |
| **Materials and Cost:** | 8 texts, hardbound, 170-630 pp, $9.95-$17.10; 8 teacher's editions, spiralbound, 174-534 pp, $16.75-$27.00 (Workbooks, teacher resource files, practice masters, test masters, unit posters, wall maps, sound filmstrips, and color overhead transparencies are also available. Contact the publisher for more information.) |
| **Subject Area:** | Interdisciplinary social studies |

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### Overview

The first remarkable feature about the new Silver Burdett and Ginn Social Studies series that even the casual observer cannot ignore is its packaging. Unlike other teacher resource files, which usually come in very large three-ring binders, the Silver Burdett and Ginn resource file literally comes in a 7 1/2" x 10" x 13" blue plastic file box complete with colorful, plastic-coated dividers. Hence, teachers can photocopy all handouts and tests in advance and file them alongside outline map masters, practice masters, test masters, unit posters, wall maps, the teacher's edition of the workbook, and color transparencies. Once one looks past the fancy packaging, the series is traditionally organized around an expanding horizons scheme and draws its content from geography, history, economics, government/civics, and citizenship. One major difference between the new series and the old is that the *Europe, Africa, Asia, and Australia* and *Canada and Latin America* texts have been replaced by three grade 6/7 options: *The Eastern Hemisphere: Yesterday and Today*, *The Western Hemisphere: Yesterday and Today*, and *The World: Yesterday and Today*.

### Required or Suggested Time

Even with the pacing guide provided in the teacher's edition, teachers using the series will need to choose in advance how much time they are able to devote to each unit's array of ancillary components. The publisher has structured the program so that there are 15-30 pages of student reading per chapter, outline map activities, 3-6 practice master lessons per chapter, 4-5 workbook pages per chapter, and a 4-page test (essay, multiple choice, and skills) for each unit in grades 1 and 2 and for each chapter for the remaining levels. At a pace of three chapters per month in grades 6 and 7, it will be impossible to use all the materials provided.

### Intended User Characteristics

The intended audience for this series is students in grades K-7. Although general guidelines for teaching mainstreamed, gifted, and limited English proficient (LEP) students are provided, the program relies on language-dependent print materials. New vocabulary is presented in a list preceding each lesson and is highlighted and defined in context. Advance organizers, end-of-chapter questions, and visuals are also provided to enhance comprehension. Although the reading level for each text is not specified by the publisher, a Fry Readability check on the 6/7 grade text, *The World: Yesterday and Today*, places it at grade 7 reading level.

### Rationale and General Objectives

The key social studies goals as stated by the publisher, include "behaving democratically, respecting the dignity of each individual, recognizing similarities and differences, accepting diversity, communicating with others, learning about independence and interdependence, developing citizenship skills, and commitment to justice, equality, and fairness." The publisher's objectives fall under three broad categories: (1) enhanced student motivation (via high-interest content, directed study questions, and functional graphics); (2) consistent skills coverage (map skills, critical thinking skills, and language arts and reading skills); and (3) complete teacher support (via resource organizers, teaching suggestions, and additional resources). In addition, each teacher's guide contains a "skills index" chart listing specific objectives under the following skill areas: map and globe skills, reading skills, language arts skills (writing, speaking, and library skills), reasoning skills, and societal skills (life skills, human relations, and skills related to citizenship and values).

### Content

This new series was written by the same authors who wrote the earlier *The World and Its People* series. Hence, teachers who enjoyed the earlier series will see similarities and even occasional presentation of the same material. Like most basal elementary series, the series begins with grade 1 materials devoted to the child's self-examination and a look at family needs. The second grade text, *Communities and Their Needs*, presents nine units on seasons, parts of the earth, needs and wants, rules and laws, communication and transportation, the "First Americans," U.S. history, and holidays. *Our Country's Communities* (Grade 3) is devoted to learning about different communities, citizenship, and U.S. history (via holidays).

The grade 4 text, *Geography of States and Regions*, examines forest, desert, plains, and mountain regions, not only at the national level but at the world level. The text then concludes with "Regions Working Together." *The United States: Yesterday and Today* deals with Native Americans and European exploration, building a new nation, national growth, the United States in modern times, seven major U.S. regions, and Mexico and Canada.

The final three texts are global in scope: *The Western Hemisphere: Yesterday and Today*, *The Eastern Hemisphere: Yesterday and Today*, and *The World: Yesterday and Today*. These three titles reflect a recent (and desirable) trend in which grade 6/7 materials examine world neighbors besides Latin America and Canada. The Western Hemisphere text focuses on Canada, Middle America (Mexico, Central America, and the West Indies), and South America. The Eastern Hemisphere text deals with ancient civilizations in Egypt, Greece, Rome, India, and China; Western Europe; the Soviet Union and Eastern Europe; the Middle East and North Africa; Africa South of the Sahara; and South Asia, East Asia, Australia, and Oceania. It should be noted that the world text is identical to the Eastern Hemisphere text, with the exception of 67 concluding pages on the Americas that have been added. Each of the texts begins with an introductory skills chapter, devoted in most cases to map and globe skills.

### Teaching Procedures

The teacher resource file and the multitude of ancillary materials suggest that the publisher has placed a great deal of emphasis on making these materials appealing to teachers. The teacher resource file is designed to shorten preparation time and maximize the use of resources. Chapter overview pages in each teacher's edition are designed to provide a variety of information, including chapter theme; chapter projects; activities for gifted and talented, mainstreamed, and LEP students; reduced workbook pages; reduced test masters; and reduced chapter practice masters. A three-step lesson plan organizes each lesson in the teacher's guide: (1) motivation–a brief motivational activity precedes each lesson; (2) lesson development–a variety of activities build vocabulary and help develop reading and thinking skills; a subcomponent of this section is "Visual Thinking Skills," in which analysis of maps, graphs, timelines, and photographs is built into the lessons; (3) reinforcement/evaluation–this step provides not only a review of directed study questions but reduced "Practice Masters" and workbook page references reminding the teacher of additional lesson reinforcements. Chapter tests are referenced and shown in reduced form in the chapter overview page. A skill chart showing a grade-by-grade continuum and corresponding student and teacher text pages break skills down into language arts skills, reasoning skills, and societal skills. Each text and teacher guide concludes with an atlas, gazetteer, state charts (showing capital cities and state flags), graph appendix, glossary, and index.

### Evaluative Comments and Suggestions

Like all publishers of textbooks and basal materials, the publisher of this series is working on the notion that "more is better." One could probably not ask for more. Most teachers and districts, however, are operating on limited budgets and an already too-full school day and will have difficulty fitting this wealth of materials into either their budgets or their school day. On a more positive note, however, the materials are attractive and well-organized, and do a good job of expanding a child's knowledge of geography and the rest of the world. There are plenty of visual aids and a good deal of attention devoted to helping students understand maps, graphs, and timelines. Unlike several basals, student atlases are built into the back of the text, where they are more likely to be used. Given the immense amount of content provided in the grade 5-7 materials, teachers using these materials might do well to choose major themes they would like to develop and aim for depth rather than coverage. In addition, creative teachers will need to find ways to build in plenty of active learning experiences to prevent the less visually-oriented or linguistically different from becoming discouraged.

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Data sheet by Leslie Hendrikson.

## 4. YOU AND ME SERIES, THE

| | |
|---|---|
| **Authors:** | Phoebe Rankin and Elizabeth Stenson |
| **Publisher:** | Nelson Canada (Distributed by the Wright Group) |
| **Publication Date:** | 1985-87 |
| **Grade Level:** | K-2 |
| **Materials and Cost:** | 5 texts, softbound, 36 pp each; six for $29.70; big books, hardbound, $32.95 each; teacher's resource book, spiralbound, 182 pp, $24.85 |
| **Subject Area:** | Language arts, social studies |

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### Overview

*The You and Me Series* has been designed to integrate the subject areas of social studies and language arts. Using a shared reading approach to introduce and develop social studies concepts, the series enhances many aspects of language arts and promotes oral language development through a wide range of opportunities for shared reading, discussion, vocabulary development, listening, and writing. The "Big Books," an essential component of the program, are intended to help create a relaxed, non-competitive, and linguistically supportive environment in which students listen to stories about the social world around them. The ingenious artwork, in many instances large two-page spreads showing a multitude of people performing a multitude of activities, can be used as a basis for student discussion about students' lives and their families' lives. The series follows an expanding horizons approach but is limited to grades K-2. The teacher resource guide provides the structure for the program and includes a rationale and objectives, instructional activities, and suggestions for extending the materials "across the curriculum."

### Required or Suggested Time

There are no guidelines regarding the pacing of these materials. In the teacher's resource guide, which provides the structure for the program, chapters 1-9 are devoted to activities surrounding the first book, *A Special Kind of Me*. Subsequent chapters develop concepts centering around *I Like to Be Me* (chapters 10-16), *My Family, Your Family* (chapters 17-23), *My Family All Together* (chapters 24-28), and *My Family and Me* (chapters 29-33). Because the materials are intended for creative integration within different subject disciplines, the publisher is hesitant to prescribe time allotments. However, there are enough activities per topic to allow teachers to set aside time each day for language-based social studies experiences. For example, a creative teacher might use one or all of approximately 265 activities intended for use with *A Special Kind of Me* depending on whether social studies is taught as a separate entity or integrated with math, art, music, health, science, and language arts instruction.

### Intended User Characteristics

Designed for students ages 5-8, *The You and Me Series* is intended as a systematic means of integrating social studies into the language arts program. Hence, the program is atypical – it is not quite a basal program yet is much more than a mere supplement. The materials are specifically designed for teachers using "whole language" approaches to the subject disciplines and/or teachers responsible for integrating subject disciplines for very young children. The materials provide primary teachers with an instructional support system that allows children to explore social studies ideas and issues surrounding the concepts of self, family, and community. Because of the emphasis on oral language development, the materials are particularly suitable for use with language minority students. The diversity presented in the beautiful illustrations makes the series attractive not only to culturally diverse audiences but also to students with physical impairments. Throughout the series, creative artwork depicts human diversity at its best. Physically impaired students and children from several culture groups are shown as active participants at home, school, and in the community.

### Rationale and General Objectives

The key to effective use of this series, as with any series, is an understanding of its rationale and objectives. Placing the student texts in the hands of students and telling them to "read" will provide little in the way of language development and discussion among students necessary for understanding of self, family, and the community. *The You and Me Series* integrates social studies and language in a mutually supportive fashion. The whole language approach used throughout the series is based on the rationale that children must be allowed to process meaningful thoughts, just as they do in the acquisition of language. Hence, the series presents whole stories and complete ideas in language that is natural and meaningful. The poems and songs offer rhythm, rhyme, repetition, and predictability. Young readers are asked to construct meaning through their knowledge of the context (semantic clues), their knowledge of how language works (syntactic clues), and their knowledge of print and sound symbols (grapho-phonic clues). A major goal of the series is to provide children with the opportunity to develop the skills, knowledge, and values that are an integral part of social studies instruction. Hence, experiential activities are promoted to develop the following concepts: identity, uniqueness, learning, family, roles, communities, groups, diversity, responsibility, rules, socialization, leisure, needs, values, interaction, interdependence, cooperation, conflict, time, and change. Skill development is centered around decision-making skills, information skills, participation skills, skills of time and chronology, and simple map and globe skills.

### Content

The materials in *The You and Me Series* are arranged around topics organized according to the following structure: physical aspects of the child (topics 1-6); intellectual aspects of the child (topics 7-9); emotional aspects of the child (topics 13-16); defining a family (topics 17-20); families provide for their members (topics 21-23); families work and play (topics 24-27); family special times (topic 28); families get along (topics 29-32); and families changing (topic 33).

For each topic, children have the opportunity to experience one or more selections from a Big Book, along with the activities presented in the teacher's resource guide. For example, one story under the topic of "families get along" reads as follows:

> My brother's not the boss of me,
> Although he often tries to be.
> Because I'm six and he is ten,
> He tells me what to do and when.
> I think this problem could be fixed
> If I was ten and he was six.

The story has obvious rhythmic appeal and deals with a topic highly relevant to young children – sibling rivalry. In this context, lessons in the teacher's resource guide provide experiential activities related to "getting along." Creative artwork and a list of children's literature that further pursues the topic are provided.

### Teaching Procedures

Each of the topics identified above is organized as follows in the teacher's resource guide: (1) Inquiry focus (a key inquiry question meant to help students focus on a problem connected with the topic objective); (2) learning objectives (categorized as values objectives, skills objectives, and knowledge objectives); (3) language experiences; (4) application of ideas; (5) opportunities for integration (in areas other than social studies and language); (6) resources (selections from student texts); (7) instructional procedures; (8) introductory and culminating activities; and (9) notes to the teacher. Teachers are encouraged to conduct shared reading activities in which students are grouped around the Big Book. In addition, activities suggested in the "Exploring the Ideas" and "Follow-up and Ongoing Activities" sections can be undertaken by small groups, pairs, or individuals. Throughout the teacher resource materials, suggestions are made for the use of "centers." Suggestions for handling topics requiring extra sensitivity and awareness (i.e., family structure, sex roles, cultural differences, and personal characteristics) are given. Activities include discussion, shared reading, making experience charts, making situation cards, writing with patterns, making lists, graphing, writing class poems, listening to stories, writing down information, creating a family tree, drama, using sign language, interpreting pictures, and classifying.

### Evaluative Comments and Suggestions

These materials were met with a high level of enthusiasm even when used with children as young as age three. The rhythmic nature of the stories and poems and their relevancy to young children make them appealing to young children and adults alike. The artwork not only surpasses any seen by this reviewer in traditional texts, but also gets students talking about their families and communities. It is unfortunate that the softcover format and the limited age range will most likely prevent traditional districts worried abut not having an entire K-6 continuum from adopting these materials. However, districts concerned with promoting oral language development while introducing social studies ideas and districts interested in creative teaching materials will find an attentive audience who will ask to hear the stories and poems again and again.

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Data sheet by Leslie Hendrikson.

## 5. HBJ SOCIAL STUDIES: LANDMARK EDITION

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|---|---|
| **Authors:** | Various |
| **Publisher:** | Harcourt Brace Jovanovich |
| **Publication Date:** | 1988 (rev. ed.) |
| **Grade Level:** | K-6 |
| **Materials and Cost:** | 7 texts, hardbound (except K), 60-582 pp, $5.40-$18.60; 7 teacher's editions, spiralbound, 106-603 pp, $22.50-$48.00; teacher resource banks (including teacher resource books, map books, and extension activity copy masters), loose-leaf, $96.00-$165.00 |
| **Subject Area:** | Interdisciplinary social studies |
| **Originally Reviewed:** | *Data Book*, vol. 10 (1985) |

### Overview

This 1988 revision of *HBJ Social Studies* reveals few changes other than cosmetic and graphic changes designed to make the materials more visually appealing. Using a traditional expanding horizons approach to social studies content, this revision focuses on providing concepts related to geography, history, government/citizenship, economics, and sociology/culture. Individual titles in the series are *Friends*, *Families*, *Neighborhoods*, *Communities*, *States and Regions*, *The United States*, and *The World*.

The series also places heavy emphasis on visuals and skills, offering a sequential skills program with six separate strands: map and globe skills; chart and graph skills; time skills; thinking skills; citizenship skills; and reading, writing, and study skills. Components for each one-year program include a teacher's edition of the text, student workbooks, chapter and unit tests, and a map book for students in grades 3-6.

### Major Revisions

Major revisions are cosmetic in nature with a few additional teaching components such as the Teacher's Resource Bank. Hence, districts with the 1985 edition would be well-advised not to make major changes until a more significant revision is made.

### Evaluative Comments and Suggestions

*HBJ Social Studies* is a well-written, comprehensive set of materials. The teacher's guides are excellent resources. One major strength of the program is its excellent use of visuals. Unlike other new elementary series on the market, information on world cultures on the sixth-grade level is contained within one volume. Overall, the student texts contain informative and accurate information. Creative teachers will need to go outside the text to develop more experienced-based lessons, but the materials serve as an excellent starting point, in that they provide more than enough content to sustain an elementary-level social studies course.

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Original data sheet and update by Leslie Hendrikson.

## 6. OUR NATION, OUR WORLD

| | |
|---|---|
| **Authors:** | Leonard Martelli, Alma Graham, and others |
| **Publisher:** | McGraw-Hill (Webster Division) |
| **Publication Date:** | 1986 (rev. ed.) |
| **Grade Level:** | K-6 |
| **Materials and Cost:** | Kindergarten set containing teacher's guide, activity sheets, picture packet, and record chart, $150.30; 6 texts (1-6), hardbound, 128-512 pp, $9.69-$16.56; 6 teacher's editions (1-6), 152-536 pp, $23.31-$33.21 (Ancillary materials include teacher's resource notebooks and bulletin board packets for grades 1-6. Contact publisher for more information.) |
| **Subject Area:** | Interdisciplinary social studies |
| **Originally Reviewed:** | *Data Book*, volume 9 (1984) |

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### Overview

The aim of this series is to "develop effective, participating, responsible citizens of the United States." Content has been drawn from all the social sciences, with emphasis on history, geography, economics, and citizenship. Content is arranged according to the expanding environments model; individual titles are *Looking at Me* (K), *Meeting People* (1), *Going Places* (2), *Communities* (3), *Earth's Regions* (4), *United States: Our History and Neighbors* (5), and *The World* (6). Each book contains a unit on map and globe skills, another series emphasis. The teacher's editions provide detailed daily lesson plans stressing reading and discussion. Black-line masters provide activities reinforcing content and skills, as well as tests. Bulletin board packets are also provided.

### Major Revisions

This series shows the usual cover (the new covers are more colorful and appealing than the first edition), text, and illustration changes expected in a new copyright. There are, however, significant content additions to the texts for grades 5 and 6. The grade 5 text contains a substantial new unit on regions of the United States, looking at the geography of the Northeast, South, Midwest, and West. The history section of the grade 6 text has been greatly expanded. In addition, a "People to Remember" feature presenting biographies has been added to all grade levels, 1-6. Unit reviews have been added to the lower level texts.

The teacher's editions contain expanded suggestions for introducing vocabulary, as well as more activities than the previous edition. These activities are now organized into three categories: whole class, remediation, and enrichment. They generally involve traditional teaching strategies.

The teacher's resource binders contain more activities than the old packets of black-line masters, although they generally serve the same functions—reinforcement of skills and content. They are better organized than previously, so they should be easier to use. Letters to parents have been added.

The bulletin board packets for grades 1-6 are a new component of the program. Each packet includes six sets of illustrations, along with ideas for using the bulletin boards in instruction.

### Evaluative Comments and Suggestions

*Our Nation, Our World* is a very readable program with a commendable interdisciplinary approach that is evident even at the earliest levels: students examine issues from historical, global, and future perspectives at all grade levels. Teachers who rely primarily on reading and discussion will find this program particularly appealing, since ideas for discussion of the texts are so well detailed in the teacher's editions. Teachers who use an activities-based approach will find the series less attractive.

The series is less flexible than some other programs, which offer alternative books for grades 6 and 7. By trying to cover both history and geography (although the history section has been improved by its expansion in this edition), the sixth-grade text gives rather short shrift to some topics.

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Original data sheet and update by Laurel R. Singleton.

# SUPPLEMENTARY ELEMENTARY CURRICULUM MATERIALS

**Entry No.** **Title** **Page No.**

**Print**

7. Ba-Nam . . . . . 17
8. Biographies from American History Series . . . . . 17
9. Birthday Bonanza: Celebrating the People Who Made Our World . . . . . 17
10. Children in the Marketplace . . . . . 18
11. Chinese New Year . . . . . 18
12. Electing the President and Election Special Build-a-Book . . . . . 18
13. Encyclopedia of American Presidents . . . . . 19
14. Essential Skills in Geography: A Workbook of Basic Geographic Concepts . . 19
15. Go In and Out the Window . . . . . 20
16. Knots on a Counting Rope . . . . . 20
17. Little Red, White, and Blue Book, The: A Collection of Historic Documents . . 20
18. Liang and the Magic Paintbrush . . . . . 21
19. Map Skills Series . . . . . 21
20. Mexico: Children of the World Series . . . . . 21
21. Our United States Constitution: Created in Convention . . . . . 22
22. Pathfinders in Exploration Series . . . . . 22
23. Pet Responsibility: Citizenship Lessons for Elementary Students . . . . . 23
24. Reading and Writing in U.S. History . . . . . 23
25. Reclaiming the Past, Rewriting the Future . . . . . 24
26. Table and Graph Skills . . . . . 24
27. Teaching Japan Through the Arts . . . . . 24
28. Unlocking the Secrets of Research . . . . . 25
29. Village of Round and Square Houses, The . . . . . 25
30. Women's Suffrage Movement: 1848-1920 . . . . . 26
31. Wonderful World of Difference, The, and Being Fair and Being Free . . . . . 26

**Nonprint**

32. Behind the Mask . . . . . 27
33. Discovering Maps . . . . . 27
34. Global Geography . . . . . 27
35. Living History for the Classroom: Homespun Age . . . . . 28
36. More than Maps: A Look at Geography . . . . . 28

**Entry No.** **Title** **Page No.**

37. People Behind Our Holidays . . . . . . . . . . . . . . . . . . . . . . . . . . . . 28

**Games and Simulations**

38. Game School Constitution, The: Specialty Series . . . . . . . . . . . . . . . . . 30
39. Hail to the Chief . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 30
40. Made for Trade . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 30
41. Main Street . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 31
42. Master Curriculum Series, The: Social Studies . . . . . . . . . . . . . . . . . 31
43. Nuclear Escape Educational Game . . . . . . . . . . . . . . . . . . . . . . . . 31
44. Take-Off . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 32
45. Where in the World? . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 32

Note: Entries 9, 13, 15, 17, 19, 22, 28, 30, 31, 34, 35, 36, 39, 40, 41, 43, 44, and 45 can also be used at the secondary level.

### 7. BA-NAM

**Author:** Jeanne Lee

**Publisher:** Henry Holt

**Publication Date:** 1987

**Grade Level:** K-6

**Materials and Cost:** Book, hardbound, 29 pp, $12.95

**Subject Area:** Global studies

Intended to give children a glimpse of the customs and lives of children in Vietnam, this story tells of a young Vietnamese girl, Nan, visiting the graves of her ancestors on Thanh-Minh day. For Nan, Thanh-Minh day is special because she is finally old enough to go with her family to present offerings to the ancestors. Based on her own childhood experiences in Vietnam, the author describes the young girl's fear of an old gravekeeper, Ba-Nam, until a severe storm reveals the woman's kindness. (LH)

### 8. BIOGRAPHIES FROM AMERICAN HISTORY SERIES

**Editor:** Corinn Codye Scott

**Publisher:** Quercus

**Publication Date:** 1987

**Grade Level:** 3-6

**Materials and Cost:** 30 books, softbound, 32 pp each, plus display box, teacher's guide, and reproducible activity masters, $68.90

**Subject Area:** U.S. history

These small booklets present the stories of famous Americans in conversational, easy-to-understand language. Few illustrations accompany the text. A map at the back of each booklet points out the places important in the life of the person described in the story. The publisher states that, "these stories...enhance students' understanding of American history and show how the people have affected America today." Subjects of the brief biographies include Roger Williams, William Penn, Benjamin Franklin, Phillis Wheatley, John Jacob Astor, Osceola, Harriet Tubman, Frank Lloyd Wright, and Jackie Robinson. A teacher's guide includes vocabulary, themes, and pre- and post-reading activities (cloze procedures, comparison activities, and sequencing events and ideas). (TY)

### 9. BIRTHDAY BONANZA: CELEBRATING THE PEOPLE WHO MADE OUR WORLD

**Authors:** Jerold L. Kellman and Nancy L. Kellman

**Publisher:** Scott, Foresman

**Publication Date:** 1987

**Grade Level:** 4-8

**Materials and Cost:** Book, softbound, 80 pp, $8.95

**Subject Area:** U.S. history, world history

Designed for students in grades 4-8, this worktext offers 70 brief biographies and activities about well-known men and women, organized by birth date. Each page focuses on a single individual. Roughly half of each page is devoted to the biography. The bottom half of the page presents an activity based on the biography. Each page also features a caricature of the famous person. The final four pages of the book consist of an answer key for the 70 activities.

Despite the fact that the activities in the worktext offer little depth and consist mostly of low-level puzzle activities, the biographies and caricatures are attractive enough to serve as both interesting and amusing lesson supplements. Students will enjoy this break from more serious instruction. (LH)

### 10. CHILDREN IN THE MARKETPLACE

| | |
|---|---|
| **Publisher:** | Joint Council on Economic Education |
| **Publication Date:** | 1986 (rev. ed.) |
| **Grade Level:** | 3-4 |
| **Materials and Cost:** | Book, looseleaf, 80 pp, $9.95 |
| **Subject Area:** | Economics |

This 80-page guide provides teachers with a variety of materials that can be used in the classroom to convey basic economic concepts. The guide is comprised of eight units, each dealing with a specific topic. The guide opens with an examination of scarcity, followed by units dealing with allocation of resources, demand, stimulation of production and supply, substitution of goods and services, allocation of income, and children in the marketplace. Each unit begins with an introduction, short list of concepts, and a set of specific goals. A description of the activity, the materials needed, and techniques for using the lesson in the classroom are clearly described. Any activity pages the student will need in completing the activity are included in the unit as black-line masters.

Key words are defined in the glossary twice: once in language for the teacher and then again for students. A matrix of concepts and lessons prefaces the units of study. At the end of the guide is a list of the names and addresses of affiliated state economic councils. (TY)

### 11. CHINESE NEW YEAR

| | |
|---|---|
| **Author:** | Tricia Brown |
| **Publisher:** | Henry Holt |
| **Publication Date:** | 1987 |
| **Grade Level:** | K-6 |
| **Materials and Cost:** | Book, hardbound, 42 pp, $12.95 |
| **Subject Area:** | Area studies |

The text and photographs in this children's story depict the celebration of the Chinese New Year by Chinese Americans in San Francisco's Chinatown. This photo essay helps elementary students learn about the customs and traditions of Americans of Chinese origin. Narrative about this 5,000-year-old holiday is accompanied by the Chinese Lunar Calendar Zodiac Chart and a series of photographs showing people at different stages of preparation for the holiday. Topics include the hanging of scrolls called spring couplets, arrangement of spring flowers, bidding farewell to the Kitchen God (Tsun-Kwan), preparation of traditional foods, preparation for the New Year's feast, worship in temples, and participation in the Dragon Parade. (LH)

### 12. ELECTING THE PRESIDENT [and] ELECTION SPECIAL BUILD-A-BOOK

| | |
|---|---|
| **Authors:** | Tom Belina, Susan D. Echaore-Yoon, and Mary Friedland |
| **Publisher:** | Janus |
| **Publication Date:** | 1988 (rev. ed.) |
| **Grade Level:** | 4-5 |

**Materials and Cost:** Book, softbound, 64 pp, $3.95; teacher's guide, softbound, 48 pp, $8.95

**Subject Area:** U.S. government

Updated to cover more recent political issues and current events, the student worktext offers a clear, simply-presented explanation of the election process and encourages students to follow the progress of presidential elections. Students learn about presidential duties, what political parties are, how candidates are chosen, the role issues play in elections, how candidates campaign, what happens on election day, how power is transferred to the new president, and what students can do to get involved. Organized into eight segments, lessons are no more than two pages long and involve both recall and higher level questioning.

The accompanying teacher's guide, *Election Special*, contains a reproducible build-a-book comprised of student activity sheets. The activity sheets are correlated to *Electing the President* and are designed to extend student learning through use of media and other resources. (LH)

### 13. ENCYCLOPEDIA OF AMERICAN PRESIDENTS

**Authors:** Various

**Publisher:** Childrens Press

**Publication Date:** 1987

**Grade Level:** 4-8

**Materials and Cost:** 16 books, hardbound, 100 pp each, $10.95 each or $175.20 for set of 16

**Subject Area:** U.S. history

These 100-page biographies of America's presidents present broad descriptions of each president's youth, his years in office, and, if applicable, a description of his life following retirement from office. As the publisher states, each book opens with an interesting aspect of the president's life. In the case of James Monroe, for example, the first chapter describes Monroe's decision to impose the now-famous Monroe Doctrine. Each book is illustrated in a similar fashion, with black-and-white drawings, photographs, maps, and charts. Each book concludes with a chronology of American history. That portion of the chronology that pertains to the subject of the book is highlighted in gray. The book is also indexed to assist students in locating specific information quickly. (TY)

### 14. ESSENTIAL SKILLS IN GEOGRAPHY: A WORKBOOK OF BASIC GEOGRAPHIC CONCEPTS

**Author:** Ann Briscoe Nero

**Publisher:** Rand McNally

**Publication Date:** 1987

**Grade Level:** 3-6

**Materials and Cost:** Book, softbound, 93 pp, $3.96; teacher's edition, softbound, 119 pp, $7.92

**Subject Area:** Geography, map skills

This non-consumable worktext is designed as a stand-alone supplement to existing geography and social studies courses. The material does not presuppose any advanced training on the part of the student. The worktext is divided into three parts. Unit 1, "Developing Skills with Maps," is made up of five chapters and a total of 29 activities. The activities include making a city map key, finding places in the state and country, and choosing the correct map to use. Unit 2 is titled "Developing

Skills With Maps." It consists of four chapters and a total of 17 activities. Chapter titles for unit two are "Using Picture Graphs," "Bar Graphs," "Circle Graphs," and "Line Graphs." The graphs the students create and work with are not related to factual events. The final unit of the book, "Developing Skills with Charts, Tables, and Time Lines," consists of three chapters and a total of ten activities. Activities include finding facts using a table, interpretation and use of a time line, and finding and using facts. (TY)

### 15. GO IN AND OUT THE WINDOW

| | |
|---|---|
| **Publisher:** | Metropolitan Museum of Art |
| **Publication Date:** | 1986 |
| **Grade Level:** | 5-8 |
| **Materials and Cost:** | Book, hardbound, 144 pp, $19.95 |
| **Subject Area:** | U.S. history, world history |

In this resource, classical childhood songs from a hundred or more years of U.S., British, and European history are paired with selected works of art from the Metropolitan Museum of Art. For each song selected, a short history of the music and a simple arrangement for violin, piano, and guitar are provided. The accompanying works of art draw from cultures from throughout the world. For example, a familiar tune from England, "Skip to My Lou," is matched with a Winslow Homer painting, "Snap the Whip." These creatively matched resources could be readily used in a humanities approach to history or as a springboard for bringing the art and music departments into the development of an interdisciplinary unit of instruction. This resource does not include teaching suggestions. (BM)

### 16. KNOTS ON A COUNTING ROPE

| | |
|---|---|
| **Authors:** | Bill Martin, Jr. and John Archambault |
| **Publisher:** | Henry Holt |
| **Publication Date:** | 1987 |
| **Grade Level:** | K-6 |
| **Materials and Cost:** | Book, hardbound, 32 pp, $12.45 |
| **Subject Area:** | Multicultural education, U.S. history |

Set against a beautifully illustrated backdrop of watercolor desert paintings, this work of children's fiction can be used as a rich source of literature and art to supplement traditional units dealing with American Indians. The story begins as an American Indian child, "Boy-Strength-of-Blue-Horses," and his grandfather reminisce about the young boy's birth, his first horse, and an exciting horse race. The counting rope is a metaphor for the passage of time and for the boy's emerging confidence in facing his greatest challenge—his blindness. The cultural images provided in this book include messages about American Indian dress, customs, heritage, and family ties. (LH)

### 17. LITTLE RED, WHITE, AND BLUE BOOK, THE: A COLLECTION OF HISTORIC DOCUMENTS

| | |
|---|---|
| **Publisher:** | World Almanac |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-12 |
| **Materials and Cost:** | Book, softbound, 132 pp, $4.95 |

| | |
|---|---|
| **Subject Area:** | U.S. history |

This short book contains a brief chronology of U.S. history from 1492 to 1984. Some of the dates and events are highlighted by brief excerpts from major documents, papers, and speeches throughout that history. The Declaration of Independence and the U.S. Constitution and its amendments are reprinted in their entirety, as are William Tyler Page's "The American Creed" and the Pledge of Allegiance to the Flag. The book includes an index.

The brevity of the excerpts disappoints the student of history. For example, to print part of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech without the crescendo of its final sentences leaves the reader with less than the speaker's original intent. (MEG)

### 18. LLANG AND THE MAGIC PAINTBRUSH

| | |
|---|---|
| **Author:** | Demi |
| **Publisher:** | Henry Holt |
| **Publication Date:** | 1988 |
| **Grade Level:** | 2-6 |
| **Materials and Cost:** | Book, softbound, 30 pp, $3.95 |
| **Subject Area:** | Area studies, global studies |

Beautiful full-color illustrations direct the course of this ancient Chinese folktale. In this story, a poor boy who longs to paint is given a magic brush that brings to life whatever he pictures. The sequence of authentic pictures not only tells a tale but is rich in the symbolism and forms characteristic of Chinese art. There are many opportunities for teachers to talk about Chinese art, the clothing of the characters, the architectural settings, and the importance of symbolic characters depicted as emperors, various fish and birds, dragons, and temples. (LH)

### 19. MAP SKILLS SERIES

| | |
|---|---|
| **Author:** | Marianne Knaup |
| **Publisher:** | Milliken |
| **Publication Date:** | 1986-88 |
| **Grade Level:** | 6-9 |
| **Materials and Cost:** | 5 duplicating master/transparency books, 48 pp each, $9.95 each |
| **Subject Area:** | Geography, map skills |

This map skill series profiles various geographical regions of the United States. For each title in the series (United States, Eastern USA, Southern USA, Central USA, Western USA, and Canada), transparencies and duplicating masters present visual information on climate, industry, geography, and population. There are 12 transparencies that correspond with 28 student activity pages. A seven-page teaching guide preceding the visuals and reproducible activities offers activity objectives, the teaching focus, suggestions for enrichment projects, and a complete answer key. Although this reviewer would not recommend the use of such materials in isolation, they provide an added visual dimension to geography and state studies lessons on a level simple enough for elementary and middle school students. (LH)

### 20. MEXICO: CHILDREN OF THE WORLD SERIES

| | |
|---|---|
| **Editors:** | Mary Lee Knowlton and Mark J. Sachner |
| **Publisher:** | Gareth Stevens |

| | |
|---|---|
| **Publication Date:** | 1987 |
| **Grade Level:** | 4-5 |
| **Materials and Cost:** | Book, hardbound, 64 pp, $12.45 |
| **Subject Area:** | Area studies, global studies |

The first of 30 *Children of the World* titles, this book on Mexico recreates daily life in Mexico via a narrative told in the words of a child from Mexico. The books in this series present aspects of the social and cultural life of the child by introducing readers to the nation's festivals, cuisine, and religious ceremonies and by exploring the homes and village or city where the children live.

The second section of each book contains maps and information about the physical environment of the country including area, topography, climate, and natural resources. Additionally, each book contains a glossary (containing words from the language of the featured child with its phonetic pronunciation and English translation), a section of special projects and discussion topics, a bibliography, and an index.

Scheduled for publication in 1988 were books on Sweden, Spain, Malaysia, Burma, New Zealand, Indonesia, Nepal, the Philippines, South Korea, China, India, Egypt, Tanzania, England, France, West Germany, Italy, the U.S.S.R., Czechoslovakia, Hungary, Finland, Yugoslavia, the United States, Brazil, and Australia. Eventually, 100 nations will be included in the series. (LH)

### 21. OUR UNITED STATES CONSTITUTION: CREATED IN CONVENTION

| | |
|---|---|
| **Authors:** | Denee Corbin, Frederick Drake, and Mary Kay Phelan |
| **Publisher:** | Perfection Form |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-6 |
| **Materials and Cost:** | Book, softbound or hardbound, 141 pp, $3.95; workbook, softbound, 111 pp, $8.95 |
| **Subject Area:** | U.S. government, U.S. history |

This text describes the struggles and compromise that led to the development of the U.S. Constitution. The seven-chapter book is written chronologically, covering the years 1787-1791. The preface to the book is titled, "What's So Great About the Constitution?" The postscript of the book discusses the need to safeguard the nation's most important document. The Constitution and amendments are presented in the appendix. A bibliography is also included. The book contains a few black-and-white illustrations.

The workbook is made up of 28 activities. Some require student response directly on the reproducible activity sheets. Others are more teacher-directed. The activities include crossword puzzles, word-searches, essay questions, letter writing, true-false questions, and cloze sentences. Information provided to the students includes a description of the articles of the Constitution, the Bill of Rights, biographical sketches of several members of the constitutional convention, and a list of the signers and their home states. An answer key for all of the activities is included at the end of the book, as is a list of several bulletin board activities. (TY)

### 22. PATHFINDERS IN EXPLORATION SERIES

| | |
|---|---|
| **Authors:** | Derek Cullen and John Murray-Robertson |
| **Publisher:** | Silver Burdett and Ginn |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-8 |

**Materials and Cost:** 6 books, hardbound, 48 pp each, $10.47 each

**Subject Area:** Geography, U.S. history

The six books in this series are written in a straightforward, easy-to-understand style. Vocabulary that may be difficult for some students to understand is printed in bold type. Definitions for those words can be found in the glossary at the end of the book. The books in the series are: *Exploring the Poles, Exploring the Oceans, Exploring Rivers, Exploring the Land, Exploring the Deserts*, and *Exploring Space*. Several of the books follow a rough chronological order. All of the books use both color photographs and illustrations as well as some maps and charts. An index at the back of each book assists students in locating specific information quickly. Another feature of each title within the series is the development of a quiz at the end of the text. The answers are printed upside down at the end of the quiz, allowing students to self-correct. (TY)

### 23. PET RESPONSIBILITY: CITIZENSHIP LESSONS FOR ELEMENTARY STUDENTS

**Authors:** Thomas Fitzgerald, Barbara Miller, Marsha Eubanks, and Janice V. Pearson

**Publisher:** Social Science Education Consortium, Inc. and American Humane Association

**Publication Date:** 1987

**Grade Level:** 3-4

**Materials and Cost:** Book, 3-hole punched, shrink wrapped, 132 pp, $9.95

**Subject Area:** Citizenship education

Designed around a four-week plan, this book contains 16 ready-to-use lessons in which students learn about citizen participation while becoming responsible about pet care, personally and in the community. The lessons are organized into four units: "How Can I Be Responsible?" "Community Helpers and the Law," "Conflict Over Pets: How Disputes Are Resolved," and "Citizenship and Responsible Care." From two to five lessons are provided to support each theme. The lessons are activity-oriented. For example, students role play the relationship between working animals and their owners, conduct a mock trial of a pet owner, and make posters and bumper stickers showing what they have learned about responsible pet care. Most lessons are 20 to 30 minutes in length or can be easily broken into segments of that length. Although a general overall theme flows through the lessons, each one can stand on its own. (LH)

### 24. READING AND WRITING IN U.S. HISTORY

**Authors:** Laurel R. Singleton, Sally S. Isaacs, and Janet Rosenthal

**Publisher:** Graphic Learning

**Publication Date:** 1988

**Grade Level:** 5-6

**Materials and Cost:** Book, softbound, 127 pp, $3.70; teacher's edition, softbound, 142 pp, $3.95

**Subject Area:** Language arts, U.S. history

This workbook contains 30 activities that integrate vocabulary, comprehension, and writing skills with social studies content. Each activity begins with a purpose-setting statement followed by a reading selection. Among the topics covered in these selections are the cliff-dwellers, manners and colonial children, women and the American Revolution, the Trail of Tears, pioneer children, Hiroshima, and Martin Luther King, Jr. Some of the readings are drawn from primary source material. The readings are followed by three sets of exercises. The first addresses vocabulary development, the second comprehension skills, and the third writing skills.

These materials are somewhat inconsistent – in terms of illustration quality, interest level of readings, and the extent to which the exercises truly are integrated with the content. The materials are, however, among the few available for teaching reading in social studies. (LRS)

### 25. RECLAIMING THE PAST, REWRITING THE FUTURE: ELEMENTARY CURRICULUM UNIT

**Author:** Claudia McKnight

**Publisher:** National Women's History Project

**Publication Date:** 1987

**Grade Level:** 3-8

**Materials and Cost:** Book, softbound, 36 pp, $5.95; poster, $4.00

**Subject Area:** U.S. history, women's studies

Intended to make the 1988 National Women's History Month poster a practical teaching tool, this curriculum unit features brief biographic descriptions of dozens of women who have been historically significant in each of the occupational areas included on the poster. The unit is divided into seven sections covering language arts, science, math, sports, arts, business, and social science. Each section includes appropriate individual and classroom activities, discussion questions, research topics, language arts, and community involvement activities. (LH)

### 26. TABLE AND GRAPH SKILLS (WEEKLY READER SKILLS BOOKS)

**Authors:** Beth S. Atwood and others

**Publisher:** Weekly Reader

**Publication Date:** 1987 (rev. ed.)

**Grade Level:** 2-6

**Materials and Cost:** 5 workbooks, softbound, 36-52 pp, $2.00 each; teacher's guide (free); set of duplicating masters (one for each grade level), $5.95 each

**Subject Area:** Social studies skills

*Table and Graph Skills* is a sequentially planned skills program for students in grades 2-6. Newly revised with sturdy covers, the series asks students to read tables and graphs, use them to interpret and evaluate information, and construct them as a means of organizing data. Materials for grade 2 teach the purpose of tables and graphs and how to use them. Subsequent booklets introduce students to terms, symbols, and basic procedures for reading tables and graphs (grade 3), discuss advantages and limitations of tables and graphs (grade 4), provide practice in map and graph construction (grade 5), and offer increasingly more difficult interpretations and constructions (grade 6).

Despite their brevity and somewhat limited approach to teaching table and graph skills, these materials make fun lesson supplements in a format long-familiar to teachers. (LH)

### 27. TEACHING JAPAN THROUGH THE ARTS

**Publisher:** University of Washington East Asia Resource Center

**Publication Date:** 1987

| | |
|---|---|
| **Grade Level:** | K-6 |
| **Materials and Cost:** | 3 books, softbound, 40-70 pp each, $8.00 each |
| **Subject Area:** | Area studies, world cultures, world geography |

This series of three activity books offers hands-on activities in traditional as well as contemporary Japanese art forms. Each activity book represents a self-contained unit of study. However, lessons and activities within books may also stand alone.

Book 1, *Natsu Matsuri*, contains a teacher introduction, objectives, and eight lessons for celebrating two popular children's summer festivals. Book 2, *Traditional Arts and Culture*, contains activities focusing on traditional design motifs, kabuki theater, sumo wrestling, and folktales. Book 3, *Japan Through Art Activities*, introduces a range of artistic concepts from a Japanese cultural context, including form and function of everyday objects, density, space, and representations of nature. All units involve students in a variety of expressive and creative activities, including singing, drawing, painting, dancing, writing, calligraphy, paper folding, design, and cooking. (LP)

### 28. UNLOCKING THE SECRETS OF RESEARCH

| | |
|---|---|
| **Author:** | Anita Meyer Meinbach |
| **Publisher:** | Good Year Books |
| **Publication Date:** | 1986 |
| **Grade Level:** | 5-8 |
| **Materials and Cost:** | Book, softbound, 113 pp, $9.95 |
| **Subject Area:** | Social studies skills |

This activity book is divided into five chapters, each covering a different aspect of research. The introduction to the book presents the rationale, objectives, and features of the activities with a full class. Chapter 1 presents student activities that can be used in conjunction with a variety of research materials such as the dictionary, thesaurus, world almanac, and atlas, as well as some lesser recognized research materials such as *The Guinness Book of World Records*, *First Facts*, and *Twentieth-Century Authors*. Chapter 2 focuses exclusively on the components of the *Reader's Guide to Periodical Literature*. Chapter 3 examines encyclopedias and their uses and misuses. Chapters 4 and 5 are concerned with the actual construction of a research paper. Study guides, footnotes, endnotes, organization, and outlining are all discussed, with accompanying activity sheets provided. An answer key for all activity pages is included at the end of the book. (TY)

### 29. VILLAGE OF ROUND AND SQUARE HOUSES, THE

| | |
|---|---|
| **Author:** | Ann Grifalconi |
| **Publisher:** | Little, Brown |
| **Publication Date:** | 1986 |
| **Grade Level:** | 1-4 |
| **Materials and Cost:** | Book, hardbound, 30 pp, $14.95 |
| **Subject Area:** | Area studies, global studies |

The author records a story told by a young woman who grew up in the village of Tos in Cameroon in Central Africa. The woman repeats a story told to her as a young girl by her grandmother. The grandmother explains why in their village the men live in square houses and the women in round houses. This 1986 Caldecott Honor Book is beautifully illustrated. (JJ)

### 30. WOMEN'S SUFFRAGE MOVEMENT: 1848-1920

**Author:** Bonnie Eisenberg

**Publisher:** National Women's History Project

**Publication Date:** 1986

**Grade Level:** 5-12

**Materials and Cost:** Book, softbound, 30 pp, $5.95

**Subject Area:** U.S. history, women's studies

The author states in the introduction that the unit was intended to introduce students to the people and process of the women's suffrage movement, to draw a connection between past efforts and organizations with the work being done today, and to draw parallels between the strategies used by the leaders of the suffrage movement with those used by major campaigns today. The unit begins with a timeline of the suffrage movement, followed by a narrative chronology. Study questions punctuate the chronology. A list of key personalities and organizations in the suffrage movement is included in the unit; suggested research questions are attached. Key words and concepts are listed but not defined. Discussion and research topics for grades 5-8 and 9-12 are included, as are a bibliography of materials and a list of national women's organizations. (TY)

### 31. WONDERFUL WORLD OF DIFFERENCE, THE: A HUMAN RELATIONS PROGRAM FOR GRADES K-8 [and] BEING FAIR AND BEING FREE: A HUMAN RELATIONS PROGRAM FOR THE SECONDARY SCHOOL

**Publisher:** Anti-Defamation League of B'nai B'rith

**Publication Date:** 1986

**Grade Level:** K-12

**Materials and Cost:** 2 activity kits, each containing 20 lesson plans plus teacher instructions, $7.50

**Subject Area:** Interdisciplinary social studies, multicultural education

The elementary kit provides 20 reproducible lessons designed to provide teachers with a starting point for helping K-8 students explore human diversity. The material for the course is organized into seven primary objectives designed to help students learn through experiences. The goals of the program are to help students understand (1) that differences among people have a positive value to society, (2) that differences add to individual lives, (3) that although people are different, they have many things in common, (4) that a multitude of experiences shape people into unique individuals, (5) that our common values and beliefs are the basis for national strength, (6) a sense of self-worth is important in dealing with others, and (7) that prejudice is a threat to society. The kit contains all that is necessary to teach the lessons, although some of the lessons require further research on the part of students. A bibliography and glossary conclude the materials.

Designed to provide teachers with the means to help high school students understand the nature of prejudice and how it conflicts with the basic human values, the secondary kit provides 20 reproducible lessons covering key aspects of human relations. The goals of the program are to help students understand (1) that pluralism is a basic characteristic of our society, (2) that national strength comes from diversity coupled with the stability that comes from sharing common values, (3) the nature of prejudice, (4) that prejudice attacks the basic structure of society, (5) the consequence of prejudice for individuals and for society, (6) the forms prejudice takes and specific changes each represents, and (7) that each individual has a role in the fight against prejudice. Designed to be used in sequence, the lessons do not require the use of additional materials. A bibliography concludes the unit. (LH)

### 32. BEHIND THE MASK

**Publisher:** Anti-Defamation League of B'nai B'rith
**Publication Date:** 1988
**Grade Level:** K-6
**Materials and Cost:** Videocassette, teacher's guide, $50.00
**Subject Area:** Current issues, multicultural education

*Behind the Mask* uses a fast-paced dialogue to portray the inherent problems associated with looking at people only for their differences. The dialogue is close to a "rap." The visuals are masks drawn by Denver school children. The teacher's guide presents suggested timelines, background preparation, and discussion questions, as well as lesson plans to accompany the video. (TY)

### 33. DISCOVERING MAPS

**Publisher:** National Geographic Society
**Publication Date:** 1987
**Grade Level:** K-2
**Materials and Cost:** 30 student booklets, softbound, 15 pp each plus teacher's guide, cassette tape, two copies each of six activity masters, $28.95
**Subject Area:** Map skills

This unit is part of the *Wonders of Learning* series. Key instructional points made in this unit are: (1) maps help people find places; (2) symbols are indicators of location, and map keys explain symbols; (3) four cardinal directions are shown on a map; (4) maps are an aid for travel from one place to another. To assist in developing these concepts, the kit contains a 15-page student booklet that describes routes of travel and buildings within San Francisco's Golden Gate Park. Color photographs and four-color maps assist students in understanding that maps represent physical locations. The teacher's guide provides detailed background information for each of the pages in the student booklet. The black-line master activity pages further reinforce the concepts presented in the student booklet. A cassette tape of the booklet's script is included and can be used in setting up an activity center. Follow-up activities designed to integrate the unit with several curricular areas are also included. (TY)

### 34. GLOBAL GEOGRAPHY

**Publisher:** Agency for Instructional Technology
**Publication Date:** 1988
**Grade Level:** 6-9
**Materials and Cost:** Ten 15-minute video programs plus teacher's guide, $90 each or $470.00 for 10 (AIT Consortium members only)
**Subject Area:** Area studies, global studies, world geography

This new video series provides ten 15-minute programs for students in grades 6-9. Focusing on Australia, Brazil, China, Japan, Kenya, Nepal, the Netherlands, the Philippines, the Soviet Union, and Tunisia, the series encourages students to analyze geographic issues using the five fundamental themes identified by the Association of American Geographers and the National Council for Geographic Education (1984): (1) place – physical and human characteristics; (2) location – position on earth's surface; (3) relationships within places – humans and environments; (4) movement – humans interacting on the earth; and (5) regions – how they form and change. A case study format uses families with children in their early teens to help students identify with issues in each country.

For example, the program on Nepal deals with deforestation issues in South Asia by showing a family's daily search for firewood in a country where trees are used more quickly than they are replaced. The print teacher's guide features a detailed correlation of program content with the appropriate units in the most commonly used geography textbooks. (LH)

### 35. LIVING HISTORY FOR THE CLASSROOM: HOMESPUN AGE

| | |
|---|---|
| **Publisher:** | ILIOS |
| **Publication Date:** | 1988 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Wool, $5.99 per pound; wool cards (wood and wire), $18.95 per pair; drop spindle (hard wood), 12" x 4", $7.99 each; cut quills (pens), $9.00 per dozen; lesson plan, softbound, 96 pp, $6.95 |
| **Subject Area:** | U.S. history |

Designed to give students a hands-on experience with an activity common in the past, each kit in this series provides items used during American colonial times or the 19th century. *Homespun Age* provides individual items that enable students to tease and card wool, then use a drop spindle to spin it into homespun. As a class activity, handspinning can increase students' appreciation and understanding of preindustrial societies, since the spinning of fibers into yarn was a broadly based craft practiced in most households before the industrial revolution. Comparisons can easily be made between the person handspinning at home for family and neighbors and the people standing before spinning jennies in an urban factory. Producers recommend one pound of wool for every 10 students, as well as a drop spindle and pair of wool cards for every two students. The lesson plan, *Handspinning of Wool*, is recommended to the teacher with little or no experience with handspinning. Easy-to-follow steps are supported by helpful illustrations. (LH)

### 36. MORE THAN MAPS: A LOOK AT GEOGRAPHY

| | |
|---|---|
| **Publisher:** | National Geographic Society |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-12 |
| **Materials and Cost:** | 3 filmstrip/cassette programs plus teacher's guide, $85.95 |
| **Subject Area:** | Geography |

These three programs – "What Is Geography?," "Geography at Work," and "Geography and the World Around You" – explain the fundamental themes of geography and show how geographic principles can be used to better understand the world. In "What Is Geography?" the five themes geographers use to guide their study – location, place, human-environment interactions, movement, regions – are explained.

"Geography and the World Around You" examines key geographic subject areas – migration, urbanization, adaptation and modification, economics and politics. "Geography at Work" shows the importance of geography in many professions.

The teacher's guide for each program includes key points, objectives, background information, filmstrip text, discussion and activities, and a glossary. (JJ)

### 37. PEOPLE BEHIND OUR HOLIDAYS

| | |
|---|---|
| **Publisher:** | National Geographic Society |
| **Publication Date:** | 1987 |

**Grade Level:** K-4

**Materials and Cost:** 4 filmstrip/cassette programs plus teacher's guide, $110.95

**Subject Area:** U.S. history

This National Geographic filmstrip series focuses on several of the famous people who have had national holidays proclaimed in their honor by the U.S. government. Each filmstrip is accompanied by a recorded text that runs approximately 15 minutes. There are four filmstrips in the series. The first details the voyages of Christopher Columbus. The second filmstrip covers the adventures and struggles of the Pilgrims and Indians as they worked toward the first Thanksgiving. The third filmstrip portrays the lives of George Washington and Abraham Lincoln. The text combines information about the two presidents, making the program appropriate for viewing just before or after the presidents' birthdays. The last filmstrip is a tribute to Dr. Martin Luther King, Jr. All the filmstrips are in full color, combining art and photography to provide the viewer with a realistic sense of history. The filmstrip about Martin Luther King uses color photographs of actual events that took place in Dr. King's lifetime. The filmstrips and cassette recordings are accompanied by a teacher's guide that provides key vocabulary, important concepts, and a script of the narration. (TY)

### 38. GAME SCHOOL CONSTITUTION, THE: SPECIALTY SERIES

| | |
|---|---|
| **Publisher:** | Game School Corporation |
| **Publication Date:** | 1987 |
| **Grade Level:** | 4-6 |
| **Materials and Cost:** | Game, $24.95 |
| **Subject Area:** | U.S. government, U.S. history |

This board game is described by the publisher as "the most modern way to teach students about the Constitution of the United States." The game board is comprised of 100 spaces. Players move forward for correct answers, back for most incorrect answers. Squishers™ are cards that are inserted into the game to provide comic relief. An example of a Squisher is "Where must horses wear pants all the time?" (Fountain Inn, SC) Other questions are concerned with the Constitution and its application in society. The teacher's responsibility is to establish the period of play, how many players are involved in the game, the number of spaces that are moved for correct and incorrect answers, and select the gamemaster (the person responsible for asking the questions). Length of play is determined by the number of spaces moved. (TY)

### 39. HAIL TO THE CHIEF

| | |
|---|---|
| **Publisher:** | Aristoplay |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-8 |
| **Materials and Cost:** | Game, $25.00 |
| **Subject Area:** | Civics, U.S. government |

Developed with the assistance of a sixth-grade class, this board game provides opportunity for students to learn facts about the U.S. presidents and the process by which they are elected. Two to four players participate in two phases of competition. First students earn delegate votes for the party nomination by moving markers among presidential portraits that surround the board. Accurate responses to historical questions on the President Cards during this "political convention" segment determine the winner. During the second phase of the game, students earn electoral votes by responding to geography questions from the State Cards while crisscrossing the U.S. map on the campaign trail. The winner becomes the president of the United States.

Since the rules of the game are stated in the language and format of the U.S. Constitution, students will probably need help reading directions and getting started. Suggestions for using the game for instructional purposes are not included. If used as part of a classroom unit, the teacher will probably want to develop introductory and culminating lessons to accompany the game, since no attempt is made to relate the game to real-life politics and national elections. (BM)

### 40. MADE FOR TRADE

| | |
|---|---|
| **Publisher:** | Aristoplay |
| **Publication Date:** | NA |
| **Grade Level:** | 3-adult |
| **Materials and Cost:** | Game, $20.00 |
| **Subject Area:** | U.S. history |

In a series of four separate games, players experience daily life in early America (1750-1800). The gameboard depicts an early American community. Players assume roles and collect object cards from shops typically found in early American communities. In the Level II version of the game, players begin as indentured servants, collect specific object cards, respond to event cards, and negotiate more complex trades. The player with the most assets wins the game. In Level III, players make their own inventories and identify the object cards they want to collect. (JJ)

### 41. MAIN STREET

| | |
|---|---|
| **Publisher:** | Aristoplay |
| **Publication Date:** | 1982 |
| **Grade Level:** | K-adult |
| **Materials and Cost:** | Game, $12.00 |
| **Subject Area:** | U.S. history |

*Main Street* is a series of five puzzle games in which players learn about architectural styles of historic American commercial buildings. Illustrated puzzles depict styles from Federal to Art Deco/Moderne (late-18th to mid-20th centuries). The eight building puzzles (nine pieces per puzzle) are used in five different games. Instructions include illustrations and a glossary of architectural details. (JJ)

### 42. MASTER CURRICULUM SERIES, THE: SOCIAL STUDIES

| | |
|---|---|
| **Publisher:** | Game School Corporation |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-6 |
| **Materials and Cost:** | 2 games, $99.95 each |
| **Subject Area:** | U.S. history, world history |

Each game consists of a gameboard with 100 spaces and a set of cards that pose questions players must successfully answer to progress on the board. Correct responses move the player forward, incorrect answers cause the player to move back or remain at the same space. The games were developed to supplement traditional social studies materials. The green version (grade 5) focuses on the Americas, with a major emphasis on the history and development of the United States. The green version consists of eleven units. The blue version (grade 6) is designed to supplement a world history course. The first unit is an introduction to the world. Subsequent units focus on early Western civilization, the Middle Ages, Europe, Asia, Africa, North and South America, Australia, and Oceania. (TY)

### 43. NUCLEAR ESCAPE EDUCATIONAL GAME

| | |
|---|---|
| **Publisher:** | Nuclear Escape |
| **Publication Date:** | 1987 |
| **Grade Level:** | 6-12 + |
| **Materials and Cost:** | Game plus 26-page teacher's guide and information booklets (grades 6-9, softbound, 49 pp; grades 9-12, softbound, 63 pp), $29.95 |
| **Subject Area:** | Current issues, nuclear education |

This game provides students with the opportunity to experience the strategies and pressures associated with maintaining a nuclear arsenal. Teams of players represent the superpowers. Teams meet secretly to determine whether they wish to pursue nuclear disarmament or nuclear domination.

The game begins when the superpowers establish nuclear weapons positions. Teams are able to negotiate, strengthen their own position, or suffer a weakening of their position. There are five end-of-game scenarios: nuclear escape, nuclear dominance, nuclear suffering, nuclear annihilation, or nuclear tension continued. (TY)

### 44. TAKE-OFF

**Publisher:** Resource Games

**Publication Date:** 1987

**Grade Level:** 1-8

**Materials and Cost:** Game, $35.00

**Subject Area:** Geography

This simple board game is designed to familiarize students with the nations of the world and their capitals. The gameboard is a large, laminated world map marked with colored "routes" from city to city. Students follow these routes as they travel around the globe. The playing cards list the capitals of nations with the national flags, which can be matched to flags on the board to determine of which country the listed city is capital.

Although this game addresses rather low-level knowledge and skills, studies showing poor student knowledge of place geography indicate that the game could be useful, particularly as a motivational tool. Students of varied ages should find the game fun. (LRS)

### 45. WHERE IN THE WORLD?

**Publisher:** Aristoplay

**Publication Date:** 1986

**Grade Level:** 4-12+

**Materials and Cost:** Game, $35.00

**Subject Area:** Geography

This game is made up of six region boards, 174 country cards, and five wild cards. The country cards are divided and color-coded according to continent. Six levels of games can be played with the game equipment. Rules for the games are provided. Students are encouraged to progress through the various levels of play as their knowledge of world geography increases. The first level, "Crazy Continents," tests the students' familiarity with the various countries and the region of the world in which they are located. Players at level six, "Ambassador," are required to have a passing knowledge of world current events. Each game may be played by two to six players. (TY)

# BASAL SECONDARY CURRICULUM MATERIALS

**Entry No.** **Title** **Page No.**

**New Analyses**

46. American Government: People, Institutions, and Policies . . . . . . . . . . 35
47. American Government: We Are One . . . . . . . . . . . . . . . . . . . . . 37
48. American People, The: A History . . . . . . . . . . . . . . . . . . . . 39
49. CITE World Cultures Series, The . . . . . . . . . . . . . . . . . . . . 41
50. Comprehensive United States History . . . . . . . . . . . . . . . . . . 43
51. Consent of the Governed: A Study of American Government . . . . . . 45
52. Economics . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 47
53. Economics . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 49
54. Economics . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 51
55. Economics for Decision Making . . . . . . . . . . . . . . . . . . . . . 53
56. Economics: Free Enterprise in Action . . . . . . . . . . . . . . . . . 55
57. Global Geography . . . . . . . . . . . . . . . . . . . . . . . . . . . 57
58. Global Studies: Civilizations of the Past and Present . . . . . . . . . . 59
59. Government in America . . . . . . . . . . . . . . . . . . . . . . . . . 61
60. Laidlaw World Geography: A Physical and Cultural Approach . . . . . . 63
61. Lessons of the Vietnam War, The: A Modular Textbook . . . . . . . . . . 65
62. Scholastic World History Program . . . . . . . . . . . . . . . . . . . 67
63. Understanding Economics . . . . . . . . . . . . . . . . . . . . . . . . 69
64. Understanding Psychology . . . . . . . . . . . . . . . . . . . . . . . 71
65. United States History . . . . . . . . . . . . . . . . . . . . . . . . . 73
66. Update: A History of the United States Since 1945 . . . . . . . . . . . 75
67. USA: The Unfolding Story of America . . . . . . . . . . . . . . . . . . 77
68. World History, A: Links Across Time and Place . . . . . . . . . . . . . 79
69. World History: Perspectives on the Past . . . . . . . . . . . . . . . . 81

**Entry No.** **Title** **Page No.**

**Updated Analyses**

70. America: The Glorious Republic . . . . . 83
71. American Civics . . . . . 84
72. American Government: Principles and Practices . . . . . 85
73. Civics: Government and Citizenship . . . . . 86
74. Economics: Principles and Practices . . . . . 87
75. Free Enterprise – The American Economic System . . . . . 88
76. Government in the United States . . . . . 89
77. Heath World Geography . . . . . 90
78. History of the United States Since 1861, A . . . . . 91
79. Legacy of Freedom . . . . . 92
80. Magruder's American Government . . . . . 93
81. Our Economy: How It Works . . . . . 94
82. Sociology: The Search for Social Patterns . . . . . 95
83. Study of Economics, The: Principles, Concepts, and Applications . . . . . 96
84. World Geography . . . . . 97
85. World View, A, and One Flag, One Land . . . . . 98

## 46. AMERICAN GOVERNMENT: PEOPLE, INSTITUTIONS, AND POLICIES

| | |
|---|---|
| **Authors:** | John H. Aldrich, Gary J. Miller, Charles W. Ostrom, Jr., and David W. Rohde |
| **Publisher:** | Houghton Mifflin |
| **Publication Date:** | 1986 |
| **Grade Level:** | 12-13 |
| **Materials and Cost:** | Text, hardbound, 792 pp, $25.56; teacher's manual, softbound, $2.40; study guide, softbound, $8.76; test item file, $1.60; overhead transparencies, $40.00 |
| **Subject Area:** | U.S. government |

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### Overview

*American Government: People, Institutions, and Policies* provides a sound content treatment of U.S. government processes and policies. The text contains material for a full-year course for high school seniors. Current issues and events are used wherever possible to maintain interest through familiarity and relevancy. Ancillary materials—a student study guide, instructor's manual, and test item file—are available to make the book "as useful as possible for teachers and students."

### Required or Suggested Time

The text contains 719 pages of solid information organized into four main units that contain 18 chapters. No specific mention is given to the time required to cover the material; however, a yearlong course could cover a chapter in an average of two weeks. Provided additional resources were used to supplement the text, this would be a realistic pace. The teacher of a semester government course would likely need to omit some chapters. The text is organized in such a way that units may be taught independently.

### Intended User Characteristics

The text is designed for use in a college-level introductory U.S. government course but is also appropriate for advanced high school seniors. The authors believe that in order for facts to have meaning and staying power, a framework of explanation to aid students in addressing "why" questions should be provided. The framework offered suggests that political outcomes are the consequence of three factors: the preferences of those involved, the relevant "rules of the game," and various influential circumstances. These factors' role in political processes and decisions are examined to varying degrees throughout the text. Along with this aid to comprehension, the authors have included conventional reading guides. Each chapter begins with a chapter outline; chapters are divided into sections and subsections; key terms are presented in boldface; photographs, tables, and graphs reinforce the text; and a glossary and appendices are provided.

Although no special training is required to present the material, a background in political science or government is desirable. The text is straightforward and scholarly; teachers should be prepared to reinforce the material through a variety of instructional strategies.

### Rationale and General Objectives

The objective stated by the authors in the preface is to "provide the student with a framework for understanding both the operations of the institutions of government and the decisions of its policymakers." Using the latest advances in political science theory, the authors believe that with "increased understanding of the interactive effect of institutional rules on individual preferences comes the possibility of an approach to American politics that is simple enough to be understood by anyone, yet comprehensive enough to explain a broad range of political behavior and decisions."

### Content

The book follows a fairly traditional sequence of units. Part 1, "Foundations of American Government," includes chapters on understanding politics, the Constitution, civil liberties and the Bill of Rights, and federalism. The study of state and local governments is also included in this unit because of the linkages to federalism and the politics of the federal system. Part 2 deals with the political process and citizenship. Public opinion, political parties, campaigning and voting, and the media are covered. Part 3 explains the operations of the major national institutions: Congress, the bureaucracy, the president, and the courts. "Public Policy" is the domain of part 4, with chapters focusing on equality and social policy, managing the economy, and foreign and military policy. Sixteen interviews with prominent government figures are included to enhance the text. The appendices include the full texts of the Declaration of Independence, the U.S. Constitution, and *The Federalist*, #10.

### Teaching Procedures

The primary teaching tool in the text and ancillary materials is the structure provided for understanding why things happen the way they do in American government. This framework is emphasized throughout the text. An instructor's manual accompanies the text, offering chapter synopses, suggestions for lectures and discussions, materials supporting the student's study guide, and a selected bibliography. The student's study guide includes an introduction on effective study techniques, chapter outlines and objectives, projects to enhance students' skills and understanding, suggestions for further reading, and study questions for each chapter. A computerized tutorial version of the study guide is also available. An accompanying test item file contains more than 1,000 multiple-choice, true-false, and essay questions. A set of overhead transparencies and the complete transcripts of the interviews are provided with the text.

The text provides a solid basis of information for the student and good support for teacher lectures. Teachers who prefer more varied or experiential approaches will want to supplement the text with their own teaching strategies and outside resources.

### Evaluative Comments and Suggestions

*American Government: People, Institutions, and Policies* is a scholarly, well-written, high-level government textbook for above-average high school seniors or college freshmen. Its no-nonsense approach is felt in its presentation; the print is small and photographs are in black and white. The strength of the text lies in its rigorous pursuit of answers to "why" questions using the concept that political processes and decisions can be seen as the consequence of preferences, rules, and situational features.

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Data sheet by Molly Gardner.

## 47. AMERICAN GOVERNMENT: WE ARE ONE

**Author:** John R. Whitman

**Publisher:** Holt, Rinehart and Winston

**Publication Date:** 1987

**Grade Level:** 11-12

**Materials and Cost:** Text, hardbound, 842 pp. $23.07; teacher's annotated edition, hardbound, 994 pp. $26.88; teacher's resource book, 3-ring binder, 708 pp. $118.59

**Subject Area:** U.S. government

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### Overview

*American Government: We Are One* consists of a comprehensive set of materials, covering the topics typically addressed in an American government course. The focus is upon the national level of government. However, adequate attention is paid to comparative political and economic systems and to the local and state levels of U.S. government as well. The student text is visually appealing and is organized to assist students to fully comprehend the content. Chapter previews; bold subheads; tables, charts, graphs, and illustrations that supplement and illuminate text information; special features; and section and chapter reviews are among the devices used throughout the text. Attention is also given to activities that help students develop social studies skills, decision-making skills, and democratic beliefs and values.

The teacher materials are also helpful. The teacher's annotated edition, for example, contains a unit overview consisting of pedagogical material, answers for the review sections of the student text, annotations relevant to the content, and a bibliography that is arranged by unit. The teacher's resource book is full of worksheets and activities that support and extend the text. It also includes a test booklet providing a different test for each chapter from the one in the text, as well as an end-of-book test.

### Required or Suggested Time

*American Government: We Are One* is planned to be the basis of a one-year course. An alternative chapter order is provided for a one-semester course, focusing on teaching government from a national perspective. This model would involve teaching only 15 of the 24 chapters making up the text. Although most of the chapters are around 25 pages in length, some are over 30.

### Intended User Characteristics

The text is intended for use in heterogeneous 11th- or 12th-grade classrooms. Difficult words and concepts are explained in context, and students are directed to use key words and chapter headings to locate answers to chapter-opening questions. The teacher's annotated edition also provides a strategy for meeting the instructional needs of students of varying abilities. Students using the standard course outline, for example, engage in more oral review of the materials than do those completing the enriched course outline. These students are expected to work more independently, complete all section reviews in writing, and do more research.

### Rationale and General Objectives

There are no general rationale statements provided for this text. It is apparent from the introductory remarks that the author is interested in giving students the knowledge, skills, and attitudes necessary for participating in the political process. Each chapter of the student text provides an overview of what students are expected to learn in the chapter. The annotated teacher's edition provides learning objectives related to political science generalizations. Skill objectives, stated in more conventional terms, are also included. Among the skill objectives in each chapter is one that requires students to practice a critical thinking skill such as generating questions about materials to be read, classifying, comparing and contrasting, paraphrasing written information, relating details to main ideas, explaining cause-and-effect relationships, and so on.

### Content

*American Government: We Are One* consists of 24 chapters organized into eight units. Unlike many American government texts, which open with narrative having to do with the foundations of government, the first unit in this text (three chapters) guides students through an examination of three of the basics of American politics: voters, political parties, and campaigns and elections. Unit 2 provides the basis with which students can compare the U.S. government with other types. Chapter 4 in this unit deals with the origins of American democracy while chapter 5 has to do with the establishment of the present government. Chapter 6 focuses on freedom and justice; chapter 7 examines other systems.

The three chapters included in the third unit focus on the structure and functions of the three branches of the national government. Considerable attention is paid to how each of the three branches has changed over time. Unit 4 has to do with the federal bureaucracy of the executive branch. One chapter treats the Executive Office of the President; one, the cabinet departments and the civil service; and one, the independent agencies, corporations, and commissions.

Unit 5 is made up of two chapters, each dealing with economics. Chapter 14 treats the American economy and the federal budget, while chapter 15 focuses on different economic systems. This chapter also discusses the role of government in our system of mixed economies. Unit 6 is entitled "Public Policy and Domestic Affairs." One chapter in the unit deals with the president's program and one with congressional initiatives. The last two chapters examine political interest groups and public opinion and the mass media. These two chapters are included in this unit because the focus is on how interest groups, public opinion, and the media influence public policy. In Unit 7 the relationships between the United States and other nations are examined. One chapter discusses American foreign policy; one, the United Nations; and one, security arrangements of the United States.

The concluding unit in the text is made up of two chapters, one dealing with local government and one with state.

### Teaching Procedures

The teacher's annotated edition of *American Government: We Are One* contains helpful suggestions for using the text. The annotations, for example, include suggested activities and discussion topics. In some cases ideas for research assignments are provided. Many of the activities are quite creative and designed to generate interest.

According to the author, the workbook that accompanies the text is "planned to be used as an American government hands-on, learning-resource tool." Unit 4 workbook black-line masters are typical of the kinds of application opportunities that are provided for every chapter. Titles of unit 4 masters are "Drawing Conclusions," "Analyzing Photographs," "Conducting an Interview," "Taking a Test for a Government Job," "Using the *Reader's Guide to Periodical Literature*," "Making a Three-Level Outline," "Evaluating the Performance of a Government Agency," "Making Inferences," "Reading a Schedule," "Making a Map from Statistics," and "Listening to Both Sides of an Argument."

In addition to the black-line masters that are included in the workbook, the teacher's resource book contains reteaching worksheets that focus on understanding main ideas; enrichment activities; activities relating to state and local governments, the federal Constitution; historical documents, presidential crises, and Supreme Court decisions. The resource book also contains legal/application forms, overhead transparencies with a discussion guide, and a textbook with answers. The tests use a standardized test format and can be easily graded.

### Evaluative Comments and Suggestions

*American Government: We Are One* is a traditional American government text although it is organized somewhat differently than most texts. It is factually sound and up to date. The most compelling aspect of *We Are One* has to do with the rich array of resources that are offered to supplement and expand the content. If most, or even some, of the suggested activities are woven into a course, students should enjoy their learning experience.

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Data sheet by Mary Jane Turner.

## 48. AMERICAN PEOPLE, THE: A HISTORY

| | |
|---|---|
| **Author:** | Pauline Maier |
| **Publisher:** | D.C. Heath |
| **Publication Date:** | 1986 |
| **Grade Level:** | 8 |
| **Materials and Cost:** | Text, hardbound, 786 pp. $24.95; workbook, softbound, 150 pp. $4.85; teacher's edition, hardbound, 838 pp. $31.50; teacher's resource book, 3-ring binder, $70.00 |
| **Subject Area:** | U.S. history |

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### Overview

*The American People: A History* is a basic U.S. history textbook that presents a chronological history of the nation's development and provides a full range of special features to enhance learning opportunities. Among these features within the ten-unit student text are a plethora of instructional graphics including timelines, maps, graphs, photos, and paintings; summary questions following each major topic within a chapter; end-of-chapter and -unit questions and exercises; and "Improve Your Reading" and "Improve Your Skills" boxes in each chapter.

The teacher's edition includes a 52-page instructional guide with a brief listing of books and films to enrich each unit. Annotations throughout the teacher's edition further assist the teacher by providing answers to text questions as well as additional information or suggestions for instruction. Accompanying materials include a student workbook, masters for chapter and unit tests and outline maps, a set of masters for 52 learning activities, a test on the Constitution, and 12 posters that are enlargements of some of the maps, graphs, and charts in the text. All these teacher materials are packaged in a three-ring binder.

### Required or Suggested Time

Although the publisher does not suggest how much time is required to use the text, *The American People: A History* appears to be designed as the basic program for a one-year course. Certainly the text is dense enough in itself to adequately fulfill this role, and the extensive ancillary materials provide enough additional fodder and options for an enriched yearlong course. The explicit instructional assistance provided in the teacher's edition comes in two forms—in the instructional guide at the front of the text and in the annotations that are sprinkled throughout the text. The guide is not structured into distinct lessons but, rather, is structured according to the chapters and sections within each chapter. The teacher is directed to the special instructional features within the text and is provided a brief book and film list along with ideas for reaching and involving students of varying ability levels. Other instructional options present themselves in the skills and reading development features and the many varied graphics lacing the text. It is, therefore, left to the teacher to determine how to divide up the instructional time and how many of the instructional opportunities to pursue in the time available for any specific course.

### Intended User Characteristics

The publisher reports that the text has a reading level of 8.7. This reviewer's Fry readability analysis of six randomly selected passages distributed from the beginning to the end of the text indicates a range of reading levels from grades 7 through 14, with the average reading level at grade 11. Students are provided considerable assistance in reading the text. For example, each chapter begins with an overview, a timeline, and an outline. A summary question follows each topic, which may be limited to as little as one or two paragraphs at the outset of the text progressing to five or more paragraphs toward the end of the text. One "Improve Your Reading" and one "Improve Your Skills" feature is included in each chapter and additional guidance is given in map and graph reading throughout. No special teacher training is needed to use the text.

### Rationale and General Objectives

While no explicit rationale or objectives statements are given, the teacher's edition does stress these features of the program: (1) a readable, narrative that "brings the past to life" and helps the students visualize great events in American history, (2) treatment that makes history "meaningful" by helping students recognize cause and effect and the links between "events long ago and life today," (3) an emphasis on heritage through biographical sketches and anecdotal accounts, (4) a focus on the Constitution with an emphasis on government and citizenship, (5) a chronological organization with textual devices to promote good study skills, and (6) a built-in skills program fostering social studies and reading skills. Objectives, focusing chiefly on knowledge and skills, are given for each chapter in the instructional strategies section of the teacher's edition.

### Content

The text presents a chronological history of the United States divided into units covering the topics addressed in standard history texts—for example, "The First Americans,"..."The Republic Begins," ..."Division and Reunion,"..."Into the Twentieth Century,"..."Times of Challenge." Each of the units is divided into chapters and each chapter into sections. Although the sections are not included in the table of contents, they prove to be the major organizational device in the instructional strategies section of the teacher's edition. A special feature "Highlighting People" provides profiles of approximately 30 people who have made significant contributions to U.S. history. In addition to "personalizing history," this feature has the added benefit of enhancing both the gender and ethnic balance of the text. For example, the profiles include Anne Bradstreet, Tecumseh, Booker T. Washington, Willa Cather, Eleanor Roosevelt, and Martin Luther King.

### Teaching Procedures

The teacher's edition opens with a checklist for "examining" the text and a chart identifying the opportunities for skills introduction and reinforcement throughout the text. The instructional strategies guide provides brief listings of teacher and student books and films for each unit. Knowledge and skills objectives are given for each chapter, as are the text pages on which special features for enhancing instruction are found. These special features are: "Maps, Charts and Graphs," "Highlighting People" (short biographical profiles), "In Their Own Words" (excerpts from primary sources), "The United States and the World" (sketches of global/international events), "Improve Your Skills," and "Improve Your Reading." This guide does not provide guidance in structuring lessons so much as it gives ideas for enhancing instruction by offering strategies under such headings as "Critical Thinking," "Skill Building," "Concept Building," "Basic Activity," and "Learning from Pictures." Some additional instructional ideas are given in the annotations that sprinkle the teacher's edition. Teachers will have to review the many instructional options presented here and organize their own lessons and units of instruction.

### Evaluative Comments and Suggestions

The graphics in *The American People: A History* are excellent. In addition to being aesthetically pleasing, they are well placed and well used as instructional tools. The author and other developers have been sensitive to gender and ethnic balance in the narrative, special features, and graphics. The text is loaded with instructional options and can, therefore, be a little overwhelming, particularly since the reading level is also difficult in some passages. Probably because different authors handled each feature, the teacher's instructional guide, the text annotations, end-of-chapter/unit activities, the workbook, and tests are not as well coordinated as one could hope. Teachers will have to be responsible for sifting through the possibilities and developing their own coherent instructional program.

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Data sheet by Charlotte C. Anderson.

## 49. CITE WORLD CULTURES SERIES, THE

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|---|---|
| **General Editor:** | Leon Clark |
| **Publisher:** | Center for International Training and Education (Available from New Horizons Press) |
| **Publication Date:** | 1981-88 (rev. ed.) |
| **Grade Level:** | 8-12 |
| **Materials and Cost:** | 8 books, softbound, 132-350 pp each, $6.95-$15.95 each; teacher's guides, softbound, $2.50-$4.50 |
| **Subject Area:** | Area studies, global studies |

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### Overview

This series, which was originally conceptualized by the Educational Materials Project (EMPathy) in the 1970s and marketed as the "Praeger World Cultures Series" has expanded beyond its initial focus "Through African Eyes: Cultures in Change" to include materials on China, India, Japan, and the Middle East. The editor has selected a wide variety of readings and primary sources that focus on "life as it is lived by the people, not as interpreted by observers." Although the materials are organized to develop concepts from anthropology, economics, geography, history, political science, and sociology, they include poetry, fiction, and biography and thus also provide a humanities perspective. The primary focus of the materials is to raise questions and point out problems for students to analyze, while attempting to create the reality of five different countries or regions from the country's or region's point of view. Each of the books includes some photographs, diagrams, and maps. The teacher's guide for each book contains introductory notes, a bibliography, and suggested teaching procedures for the lessons contained in each of the units.

### Required or Suggested Time

Each of the texts can be used as the base for a full semester study of the country or region on which it focuses. Additional activities and readings if developed by the teacher, could easily be used to expand the program to a year's course of study. Selected units or sections from any unit can be used independently, out of sequence, and in shorter time periods than are specified in the teacher's guides. Each lesson is, however, designed for one classroom period of work.

### Intended User Characteristics

The editor states that the materials have been used in both urban and suburban schools, from grades 8 through 12. "Average ninth-grade students," he states "should have no difficulty in completing the assignments indicated for each class period."

### Rationale and General Objectives

*The CITE World Cultures Series* is based on a belief that the use of primary sources facilitates a conceptual approach to learning. The many primary sources are to motivate students to conduct investigations of their own and arrive at their own conclusions. Concepts included in the materials are intended to be "focal points for analysis" that provide a basis for a systematic study and promote the asking of questions. According to the editor, this process of analyzing and "learning how to ask questions is much more important than learning answers. Such questions lead to an analysis of how societies work. They force students to examine data, form tentative hypotheses, test these hypotheses by collecting and comparing more data, examine the sources of the data, and finally come to conclusions." Thus, the content has been selected to stimulate student interest in acquiring skills of analysis for studying all cultures and societies. Other objectives of the materials are value-based; for example, students are to break down stereotypes, eliminate ethnocentrism, and acquire empathy with people of different cultures. Specific objectives are included for each of the lessons.

### Content

The textual material emphasizes the basic themes of cultural continuity, change, conflict, and adjustment; colonialism and nationalism are also examined. Concepts from the social sciences are interrelated as the students read and discuss the primary source materials. These source materials are designed to give students a fresh look at different cultures and societies as they have changed and continue to change. The introduction to each primary source and reading selection provides a cultural and historical frame of reference as well as a recapitulation of ideas from previous readings. *Through African Eyes* (1988), a two-volume set, focuses on tradition and change (volume 1) and Africa's history and politics (volume 2). *Through Chinese Eyes* (1987) is now one volume dealing with revolution and the transformation of China. Volume 1 of *Through Indian Eyes* (1981) offers 28 readings on topics such as childhood, education, marriage, the status of women, the caste system, and beliefs about death. Volume 2 focuses on such contemporary Indian issues as Moslem-Hindu relations, overpopulation, and multilingualism. *Through Japanese Eyes* (1987) takes a look at Japan's past (volume 1), as well as contemporary attitudes towards women's roles, family life, and religion (volume 2). The final title, *Through Middle Eastern Eyes* (1987), covers both the history and contemporary life of the area extending from Moslem North Africa to Iran. The final title is contained in a single volume.

### Teaching Procedures

The introduction to each of the teacher's guides states that the materials have been prepared with the teacher's role in mind: "The readings in the student text help to eliminate the teacher's need to be a producer and writer." Lesson plans are to "simplify the job of the director." Each lesson plan begins with a preparation statement followed by sections devoted to "Inquiry Focus," "Procedures," and "Inquiry Evaluation." The "Preparation" is simply the reading or other activity that students should complete before the lesson begins. "Inquiry Focus" is the general theme or goal of the lesson. It is deliberately stated in broad terms and presented as a series of questions, in keeping with the spirit of inquiry. "Procedures" is the main body or strategy of the lesson. It draws upon a number of classroom techniques – role play, values clarification exercises, small-group activities, class debates, and directed discussions. In most cases, the questions included for discussion are not answered directly in the lesson. Despite the absence of answers, comments are often included to provide additional background information that should be helpful in dealing with the topic at hand. The final section of each lesson, the "Inquiry Evaluation," consists of a series of cognitive and affective activities that students will perform if the "Procedures" are followed closely. The role of the student is primarily to read the assigned selection and then engage in directed discussion with the teacher and other students. A bibliography of varied media is also included for each of the units.

### Evaluative Comments and Suggestions

The fact that the series has sold more than half a million copies since the 1970s suggests that the materials remain popular among teachers. The materials are well-written, interesting, and offer a much more thoughtful approach to the study of other cultures than conventional world geography textbooks and supplementary materials.

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Data sheet by Leslie Hendrikson.

## 50. COMPREHENSIVE UNITED STATES HISTORY

**Authors:** Paul M. Roberts and Paula A. Franklin

**Publisher:** Amsco

**Publication Date:** 1986

**Grade Level:** 7-9

**Materials and Cost:** Text, hardbound, 640 pp, $12.50; answer key, softbound, 20 pp, $1.00; teacher's manual, softbound, 217 pp, $5.00

**Subject Area:** U.S. history

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### Overview

*Comprehensive United States History* presents an overview using a chronological approach. The history traces developments and changes beginning with migrations from Asia and continuing into the Reagan administration. The authors emphasize political and social history, as well as geographical features of the United States. Maps, graphics, and illustrations assist the learner with geography and demographics. Features enhancing the text include bold print, italics, shading, charts, graphs, tables, maps, and cartoons. Further, the text includes brief biographies and quotations in order to heighten interest and understanding. The history unfolds in 34 chapters which are divided into 11 units. These chapters are followed by an appendix containing the Declaration of Independence, the Constitution, and information about presidents, vice presidents, and the various states. A glossary of key vocabulary follows the appendix. The text contains enough information for a yearlong high school U.S. history course. As a result of using this text, readers will become familiar with "America's past so that you can better understand the American present and be better equipped to play a part in our nation's future."

A teacher's manual will be available in spring 1989; it was not reviewed, however.

### Required or Suggested Time

*Comprehensive United States History* is a 640-page text. It is composed of 34 chapters and an appendix. Each chapter is 12 to 20 pages long, with several levels of subheadings within each. The 34 chapters are organized into 11 units. The text contains more than enough information for a yearlong course.

### Intended User Characteristics

This text is designated for use in junior high school U.S. history courses. The text provides a survey. Therefore, it offers an overview rather than an in-depth analysis. The authors have included features to assist history students. Maps, tables, charts, cartoons, chapter tests, and a glossary are designed to make one's study easier. The text is clear and direct. No special training is needed in order to use this book.

### Rationale and General Objectives

The text is a comprehensive survey of U.S. history. According to the authors, it "tells the story of our nation's past in clear, simple prose organized around a chronological framework." The authors say that "the main purpose of this text is to acquaint you with America's past so you can better understand the American present and be better equipped to play a part in our nation's future." The authors indicate that students will learn about the development of democratic institutions, the process of westward expansion, the contributions of immigrants, the policies that have allowed the United States to be a world power, and the technologies that have affected America.

### Content

*Comprehensive United States History* is an overview of the history of the country. The 34 chapters are organized into 11 units. The first 10 units offer a chronological history. The units are as follows: "The First Americans," "European Exploration and Colonization," "An Independent Nation," "Growth of the Republic," "Division and Reunion," "The Nation Transformed," "Emergence as a World Power," "Trial and Hope," "War and Peace," and "Challenges of the Modern Era." Unit 11 contains two chapters—"The Federal Government" and "Civic Responsibility." Each chapter includes political and social history as well as a focus on the geographic characteristics of the United States. The appendix includes the Declaration of Independence, the United States Constitution, and information about presidents and facts about the states. A glossary at the end of the book clearly defines important terms.

### Teaching Procedures

*Comprehensive United States History* has test questions at the end of each chapter. These include true-false, matching, and multiple-choice items, testing factual recall, as well as questions testing map skills and essay questions. Most of the essay questions are at the lower levels of thinking.

A teacher's manual will be available in spring 1989. Although it was not reviewed, according to the publisher, each chapter of the manual will contain an overview, a list of objectives, a list of vocabulary words with definitions, suggestions on how to teach the chapter, suggested activities, and end-of-chapter questions. In addition, the manual will contain unit timelines, suggested readings and audiovisuals, unit tests, and two unit worksheets.

### Evaluative Comments and Suggestions

*Comprehensive United States History* is a chronological narrative surveying history. The text provides a clear and direct—albeit unexciting—survey of American history. The use of boldface print, blue color and shades as well as maps, charts, graphs, tables, and cartoons add to the visual appeal. Such features assist students in the mastery of important events and concepts. A glossary of important terms assists in learning, as do the quizzes that follow each chapter.

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Data sheet by Tina Yager.

## 51. CONSENT OF THE GOVERNED: A STUDY OF AMERICAN GOVERNMENT

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|---|---|
| **Authors:** | Marcel Lewinski and others |
| **Publisher:** | Scott, Foresman |
| **Publication Date:** | 1987 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 672 pp, $23.05; teacher's annotated edition, hardbound, 768 pp, $29.34; teacher's resource book, 1,053 pp, $101.64; test generator package, $99.95; overhead transparencies, $125.95 |
| **Subject Area:** | U.S. government |

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### Overview

*Consent of the Governed: A Study of American Government* provides 12th-grade students and teachers with an exciting variety of instructional materials for learning about U.S. government. Designed for either yearlong or semester courses, this text and its support materials are well written, and well organized, apply recent educational research, and strike a solid balance by teaching both content and process. The skill development components of these materials are very strong and deserve careful consideration by anyone adopting a new text in this area. The text's 92 content lessons and 27 special lessons have been reviewed by the authors, who have identified 76 lessons that could be used in a semester to provide an overview of the U.S. political system. In addition to the student and teacher's annotated texts, support materials include a teacher's resource book with many student worksheets, tests, and an answer key; test generator package; and a transparencies set.

The text includes a variety of special features that enrich the content and promote the development of a range of skills necessary for effective participation in a democratic society. For example, reading and information acquisition/processing skill development is emphasized throughout. "You Decide" lessons introduce opposing viewpoints on contemporary issues and encourage students to grapple with pressing public policy issues. "Democracy at Work" lessons provide an opportunity for students to focus on selected citizenship skills and refine them. The inclusion of original sources, case studies, and social studies skills components as well as a colorful array of maps, charts, tables, graphs, and diagrams also enhance the quality of this text. Lesson plans are exceptionally clear and include basic as well as extension and enrichment activities. The teacher's annotated edition and resource book contain a vast number of strategies and useful information for helping students to understand the content and develop a range of academic and participatory skills.

### Required or Suggested Time

The text has been written for use in either a semester or yearlong government course. The authors have identified the most critical 76 lessons for use in a semester survey course, although the need for brevity also negatively impacts some of the strategies, such as simulation, which require more time to do well.

Each lesson has been designed for use in one day, although the inclusion of enrichment and extension activities could easily stretch some lessons well beyond that time frame.

### Intended User Characteristics

*Consent of the Governed: A Study of American Government* is designed for average and above-average students in grade 12. A Fry readability analysis indicated a reading level that varies from grade 8 through 17, with an average around grade 12. However, this high readability score may be a function of polysyllabic political science terms that are used frequently and, once learned, may make the text easier to read than the scores would indicate. In addition, the authors have closely attended to reading skill development and provided students and teachers with a variety of suggestions for enhancing reading skills. Headers, colorful illustrations, cartoons, sidebars, and other devices also contribute to student understanding. Finally, each section provides a vocabulary list to help students with key words in that section.

### Rationale and General Objectives

Although neither the student text nor teacher's annotated edition contains a rationale, these comments from the teacher's edition provide a flavor of what the authors sought to achieve with the materials: "101 reteaching and 101 enrichment blackline master worksheets let you individualize instruction." "Fifteen skills worksheets teach major social studies skills." "Three practical aids help you to monitor students' progress. A list of program objectives. A skills chart that correlates critical thinking and social studies skills to the lessons. An accountability chart for recording each student's performance." "A strong focus on citizenship participation in a democratic society involves students and keeps learning practical." "The student text includes numerous aids to efficient student reading." "...provides in-depth instruction in five skill areas—critical thinking skills, social studies skills, decision-making skills, citizenship skills, and skills for life." "Two handy geography reference aids help students see American government in a world context."

While these comments provide some insight into the intent of the authors, specific objectives are included with each lesson. These objectives are broken into two categories, content and skills. While many of the content objectives could simply involve recall of information from the text, many of the activities in support of those objectives should facilitate development of higher level cognitive functions.

### Content

The nine units and 25 chapters reflect a traditional approach for organizing a U.S. government course. Unit 1 examines the historical and philosophical origins of the U.S. political system during the course of three chapters. Unit 2, comprised of two chapters, considers the rights and responsibilities of U.S. citizens. Unit 3, with three chapters, explores the role of the citizen in a democratic society and highlights the need for participation. Unit 4 uses three chapters to examine the role of the national legislative branch while unit 5 relies upon three chapters to discuss the function of and issues surrounding the national executive. Unit 6 has three chapters reviewing the judiciary while unit 7 highlights the role of the government in the economic system of the United States. Unit 8 has three chapters focusing upon state and local government while the last unit has two chapters on comparative political systems and U.S. foreign policy.

Appended to the text are a "Handbook of American Government," explaining how to undertake such activities as registering to vote and filing an income tax return; a table of information on nations of the world; world and U.S. maps, and a glossary.

### Teaching Procedures

The teacher's annotated edition and resource book contain a wide array of activities designed to appeal to a range of student learning styles and abilities. Simulations, case studies, field experiences, discussions of controversial issues, group and individual work, and numerous other strategies are suggested. Teaching strategies are clearly described, and the lessons are presented in enough detail that teachers should have little trouble in using them in their classrooms. Lessons follow a similar format of specifying objectives, identifying key terms, presenting an introductory motivator, developing the lesson, and suggesting homework assignments. Worksheets in the resource book are skill based and are keyed to each unit and chapter.

Each unit in the student text begins with an overview and striking visuals. Chapters have sections introduced by prereading questions; side bars of vocabulary; graphs, charts, maps, cartoons, or other illustrations; and section reviews that focus on key terms, main ideas, and questions requiring the application of higher level cognitive skills. Chapters follow a similar review format but also incorporate section summaries and social studies skills sections.

### Evaluative Comments and Suggestions

This text has exemplary skill activities and clearly seeks to have students consider the role of civic values in public policy issues. Unfortunately, none of the objectives address the affective domain, even though the materials could be used to promote critical support for the principles underlying our political and judicial systems. In addition, the tests primarily focus on recall types of questions, although they do on a few occasions pose questions that require more sophisticated skills. The materials and activities are well written, interesting, and current. While the testing and affective considerations represent minor flaws, the text and supporting materials are exceptionally strong and should be considered by anyone adopting a text in this area.

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Data sheet by G. Dale Greenawald.

## 52. ECONOMICS

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|---|---|
| **Authors:** | Richard M. Hodgetts and Terry L. Smart |
| **Publisher:** | Addison-Wesley |
| **Publication Date:** | 1988 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 545 pp, $22.62; annotated teacher's edition, hardbound, 817 pp, $33.00; teacher's resource book, 3-ring binder, 382 pp, $72.00; book, softbound, 162 pp, $13.92 (for slower readers); test generator, $105.00 |
| **Subject Area:** | Economics |

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### Overview

Although not explicitly stated, the putative objectives of the text are given by the reprinting, in the "Teacher's Introduction," of most of "What Are the Objectives of Economic Education?" and all of "What Are the Elements of Economic Understanding?" from the 1977 edition of the *Master Curriculum Guide in Economics for the Nation's Schools* published by the Joint Council on Economic Education. In many important respects, however, the text does not follow that *Master Curriculum Guide* or the 1984 second edition. The text does emphasize the building of economic literacy, which the authors define as understanding basic economic theory and principles, how the American economy works, how government policies affect the economy, differences among various economic systems, problems and benefits of international trade, and how all of the above relate to students' lives. A complete teaching package, intended not only for high school economics but also for business and consumer courses, is provided.

### Required or Suggested Time

Scope and sequences are suggested for four different one-semester courses with differing emphases: economic principles/theory (14 chapters), microeconomics (13 chapters), macroeconomics (14 chapters), business/consumer economics (14 chapters). Together, the text's 20 chapters could provide the basis for a year's work.

### Intended User Characteristics

This text is designed to be used with students in grades 10-12. The paperbound text supplied with the teacher resource materials, *Economics: The Essential Ideas*, is written at a sixth-grade reading level to accommodate less able readers. Ample material is provided even for teachers without much knowledge of economics.

### Rationale and General Objectives

Although general objectives for the text are not explicitly stated as such, the "Teacher's Introduction" stresses building "economic literacy" and illustrating "economic cause and effect." The teacher's edition provides objectives for each chapter and for sections within chapters; virtually all of these objectives fall within the knowledge domain, although both the text and teacher's edition provide material directed at development of skills.

### Content

The text proper is divided into six units. Unit 1, "Introduction to Economics," comprises four chapters: "Studying Economics," "Capitalism and the Market Economy," "Demand and Supply," and "Determining Prices." Unit 2, "Economic Performance," contains three chapters: "Measuring Economic Performance," "Inflation and Unemployment," and "Problems of Income Distribution." Unit 3, "Our Economic System in Action," also contains three chapters: "Forms of Economic Enterprise," "Labor and Unions," and "Sources of Capital." Unit 4, "Government and the Economy," has four chapters: "Money, Banking and Government," "The Federal Reserve System and Monetary Policy," "Taxes, National Debt, and Fiscal Policy," and "Government Regulation of Economic Activity." The fifth unit is "International Economic Relations." Its three chapters are "Comparing Economic Systems," "Developing Nations," and "International Trade." The sixth and last unit is "Consumer Economics." The three chapters in this unit are "Family Financial Management," "Savings and Investment," and "Typical Consumer Purchases." A glossary, data bank, list of suggested readings, index, and acknowledgments complete the text. Special content features include use of fictional case studies to show students how economics affects people's daily lives and profiles of major figures in economics, business, or government. Each chapter also includes an "Analyzing Primary Sources" page and a "Learning Economic Skills" exercise.

### Teaching Procedures

An abundance of support materials is provided for the teacher. First is the annotated teacher's edition, which includes complete lesson plans for every chapter, along with an answer key and a lightly annotated copy of the student text. The lesson plans include vocabulary lists, suggestions for introducing the lesson, strategies for presenting the lesson, and reinforcement and enrichment strategies. Most of the teaching strategies involve reading, discussion, and writing/research.

The teacher's resource book contains 100 blackline masters for worksheets, a complete testing program, and overhead transparencies illustrating key concepts presented in the text. A test generator software program is also available.

### Evaluative Comments and Suggestions

The text is a departure from mainstream economics in many ways. For example, the "Five Fundamental Economic Questions" on page 16 are not those of most economists. On page 10 a list of economic goals is given—economic growth, full employment, price stability, economic freedom, fair distribution of wealth, and economic security. Economic efficiency is not mentioned, one of the many differences from consensus economics and from both the 1977 and 1984 editions of the *Master Curriculum Guide in Economics for the Nation's Schools* published by the Joint Council on Economic Education.

Like many high school economic textbooks, this one leaves it to the teacher or student to figure out the value judgments of the authors. Milton Friedman is characterized as "America's best-known conservative economist" (page 29), but John Kenneth Galbraith is NOT described as "liberal." The first sentence of the book defines economics as concerned with "society's" needs and wants—not the generally accepted individual or human wants. Later, on the same page, the first reason given for the study of economics is "our role as citizens and voters," the other "personal economic matters."

The question arises of how many errors are permissible in an economics text. An elementary and fundamental error is made on page 48 in the definition of demand. On page 4, many geographers will be surprised to find theirs is not one of the social sciences. Many discussions are either confusing or wrong; for example, on page 24, a two-sentence paragraph equates the "standard of living" with "the quality of life people enjoy." Although idiosyncratic definitions are a scholar's privilege in certain cases, they have no place in a textbook. "This is based on the kind and quantity of material goods that people own." The omission of services as part of the quality of life is a radical departure from what most people would call common sense.

On page 28 we are told that the founders of the United States had in mind an economic system in which there is no governmental control of the economy, a statement easily disproved by a glance at the Constitution. On page 30 it is said of banks, "Nor can the government regulate what services we offer to our depositors." This is false even under deregulation. On page 7 a half-page illustration is given to solar energy without a word of explanation about the economics of solar energy.

Teachers should use this text with great caution and only if they share and can defend the authors' approach to numerous economic questions.

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Data sheet by Peter R. Senn.

## 53. ECONOMICS

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|---|---|
| **Author:** | George G. Watson, Jr. |
| **Publisher:** | McDougal, Littell |
| **Publication Date:** | 1988 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 564 pp, $24.99; teacher's manual, softbound, 106 pp, $14.67; teacher's resource book, 3-ring binder, 298 pp, $73.78; transparency masters, $26.40; test generator, $126.72 |
| **Subject Area:** | Economics |

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### Overview

McDougal, Littell *Economics* presents key concepts and issues in economics. The text and ancillary materials provide a clear and direct overview of the subject for use in a high school course. The teacher's manual charts a program for basic, average, and advanced students. The text is divided into four units that include 16 chapters. Topics include economic issues, systems, growth, and institutions. One unit focuses on American free enterprise, while another examines the nation's economy. The final unit examines global economics today.

Each chapter contains three sections. Each section includes three components: the first introduces a key economic concept, the second presents a related case study, and the third is a primary source reading. Additionally, each chapter contains features titled "Enterprising Americans" and "Consumer Skills." These special features are interesting, thought-provoking, and helpful in personalizing economics. This text also highlights the relationships that exist among economics, politics, and social issues and promotes citizenship and global awareness. Well-organized units, impressive graphs, charts, and illustrations, as well as unit reviews, and a glossary, assist learning.

A teacher's resource binder that includes a teacher's manual, tests, activities, and transparencies is available for teacher use in planning and teaching.

### Required or Suggested Time

*Economics* is a 564-page text composed of 16 chapters, divided into four units. Chapters tend to be close to 30 pages in length. Each chapter is divided into three sections plus special features and a "Summary and Review." The teacher's manual contains calendars of activities for students using *Economics*. The calendars plan events for an 18-week course. Therefore, the suggested time for a course based on these materials is one semester. Although use of all chapters is suggested, a teacher could use chapters in isolation or out of sequence. Additionally, a teacher could use this text for a yearlong course with proper supplementation.

### Intended User Characteristics

This book is designed for use in high school economics courses. The text contains features that make it suitable for various ability levels. Each chapter is divided into sections, which keeps the material from seeming overwhelming. The chapters are structurally the same. The opening page lists the three sections of the chapter, with the basic learning objective for each section. The summary and review concluding each chapter help students reflect on what they have learned. Charts and graphs are accompanied by explanations and skills questions. A glossary further defines important terms. The teacher's manual includes teaching strategies for students at three levels: basic, average, and advanced. No special teacher training is needed to use this program.

### Rationale and General Objectives

No statement of rationale or general objectives is provided. However, the author does offer some clues as to his purpose in the introduction to the student text. The text, he says, "combines strong organization and clear writing to form a powerful approach to teaching economics." The author takes pride in "the combination of clear definitions, practical examples, selected readings, and special features." The author emphasizes "distinctive characteristics" that make the book appealing, including "readable sections" that "give students a clear and deep understanding of economic concepts and issues." One can therefore conclude that the material is designed to increase students' knowledge of economics and to assist learners with the performance of basic economic tasks. The student text provides an objective for each section.

### Content

The text is composed of 16 chapters, a list of federal consumer assistance agencies, and a glossary. The chapters are arranged into four units. The first unit, "Introduction to Economics," examines basic economic issues, systems, and growth. "Enterprising Americans" include Paul Samuelson (economist), Ken and Nancy Kawahara (franchisees), and My-Hanh Do (computer software engineer). "Consumer Skills" sections focus on making a personal budget, finding a job, and filing income taxes.

Unit 2 is entitled "American Free Enterprise." Chapters examine the market system, competition, income, spending, entrepreneurs, corporations, and unions. The reader will meet an insurance salesman, an advertising executive, a contractor, and a financial planner. The "Consumer Skills" sections focus on "Comparing Prices," "Reading Advertising," "Obtaining Personal Credit," and "Investing in Stocks." Unit 3 is "The Nation's Economy." This unit focuses on the role of government in the economy. Gross national product, economic indicators, economic goals, monetary policy, and the federal budget are among the topics of study. The unit features an auditor, a mayor, a developer, and an entrepreneur. The skills sections look at reading an annual report, selecting a place to live, learning about consumer protection, financing a car loan, and understanding the national budget.

The last unit, "Using Economics Today," examines current issues and various global economic circumstances. Topics include international trade and global economics. A pharmacist, a ticket agent, a farmer, and a plumber are featured. Skills sections focus on employment rights, the environment, personal banking, and buying insurance.

A free quarterly newsletter, *McDougall, Littell Economics Update*, provides teachers and students with current information on economic issues.

### Teaching Procedures

Chapters are divided into sections that vary the student's reading experience. Each section contains a case study and a source reading. Questions accompany these features. A section review assists with the learning of basic facts. Each chapter also contains a review that stresses understanding, analyzing, and applying economic concepts and skills.

Ancillary materials include a teacher's manual, tests, activities, transparencies, and a test generator. The teacher's manual contains strategies for basic, average, and advanced students. The manual charts daily student materials and activities. There are more than enough materials for a semester economics course.

### Evaluative Comments and Suggestions

McDougal, Littell *Economics* is a well-written, attractive, informative text that presents key concepts and issues in the field of economics. The student who reads this text will obtain a broad understanding of economics as well as its interrelationship with politics and social issues. The text includes clear and useful charts, graphs, and illustrations. Special skill sections teach such skills as filing income taxes, investing in stocks, and buying insurance. Each chapter highlights a significant person or occupation designed to capture reader interest. Case studies and special readings (often taken from classic works) add to the excitement of the text. The ancillary materials assist any teacher in providing a useful, thought-provoking overview of economics.

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Data sheet by Tina Yager.

## 54. ECONOMICS

**Author:** Roger Leroy Miller

**Publisher:** Glencoe

**Publication Date:** 1988

**Grade Level:** 12

**Materials and Cost:** Text, hardbound, 594 pp, $22.95; teacher's annotated edition, hardbound, 791 pp, $29.97; teacher's resource book, 3-ring binder, $249.00; overhead transparencies, $64.80; test generator, $164.85

**Subject Area:** Economics

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### Overview

There must be a time when the ultimate economics text—with respect to color, pictures, charts, graphs, tables, questions, and student and teacher aids and activities—will be produced. This may be it. This text is quite similar in content and organization to the author's earlier book, published by Harper and Row in 1984, but is 27 percent longer and much more elaborate with respect to the features mentioned above. With respect to content rather than form, it covers the standard range of micro- and macroeconomics. The publisher suggests 9-12 grade usage, but the Fry test clearly indicates 12th grade readability. Twenty-two chapters are organized into six units; three courses of 14, 15, and 16 chapters are suggested for different emphases. Each chapter contains extensive questions, applications, review materials, and well-selected "Readings in Economics" from a wide variety of sources. Also included are case studies and biographies of prominent economists. Teaching suggestions are extensive in the teacher's annotated edition, which includes over 200 pages plus in-text suggestions. The teacher's binder contains many materials, mostly black-line masters for student worksheets. Also available are a test generator and scoring software, not reviewed here.

### Required or Suggested Time

Ample material is provided for a yearlong economics course. In addition, the author outlines three suggested courses of more limited scope; these consist of 14, 15, or 16 chapters out of the 22 in the text. Presumably each of these could serve as a full-year course, although this use is not specified, nor is there the usual author's suggestion for a one-semester course.

### Intended User Characteristics

The publisher states that the text is for grades 9-12, but the Fry test conducted by this reviewer suggests a 12th-grade reading level. The three suggested courses possibly indicate different types of students or student needs: "theory of economics," "consumer economics," and "economic theory and consumerism."

### Rationale and General Objectives

The publisher states that the purposes of the text are to develop "the skills students need to put theory into practice in the real world," and to prepare students "to be responsible economic decision makers as employees, employers, savers, investors, citizens, and consumers in the American economy." Objectives for each chapter are provided in the student text.

### Content

This text might be considered as a revised edition of *Economics Today and Tomorrow*, by the same author, published by Harper and Row in 1984. The general content and 21 of 22 chapter titles are identical with the 1984 book. However, the new text is much more elaborate with respect to format, color, and student aids, with 27 percent more pages. The text covers the standard content of macro- and microeconomics, in six titled sections: "An Introduction to Economics," "Practical Economics: How Theory Works for You" (i.e., consumer economics), "Markets, Prices, and Business Competition," "American Business in Action," "Managing the Nation's Economy," and "The International Scene." Each chapter begins with a brief introduction, objectives, and vocabulary, and is divided into two to six sections, each of which begins with two or three questions and ends with three to six review questions. Within a chapter are sections of one to three pages on "Learning Economic Skills," consisting of suggested student activities. Each chapter ends with a summary of principles, stories about "Putting Economics to Work," two to six "Readings in Economics" selected from a wide variety of sources, a chapter review in the form of numerous student activities, and a bibliography of three to nine "Readings," mostly books. Neither the "Readings in Economics" nor the chapter reviews were in the earlier Harper and Row text. Placed throughout the book are 13 biographies of prominent economists, six discussions on such issues as big business and the national debt, and nine case studies on matters such as credit cards and the Apple computer. The text ends with an extensive glossary and index.

### Teaching Procedures

Between the teacher's annotated edition and the binder (called teacher's edition part 2 by the publisher), the teacher could easily be overwhelmed with the task of selecting from the plethora of teaching suggestions and activities. Given that task, one can find suggestions and activities suitable for teachers and students of all levels of interest and experience. The teacher's annotated edition includes a general overview of the text, a brief description of numerous (16) teaching strategies (problems approach, case study, simulation, inquiry/discovery, brainstorming, etc.), the outline for three courses, correlation of text chapter topics with the framework of concepts of the Joint Council on Economic Education, an extensive list of educational sources, and detailed suggestions on teaching the units and chapters. The teaching strategies and extension activities related to each chapter are keyed to a modified version of the Bloom taxonomy, indicating four levels of learning. The weighty (7 pounds) loose-leaf binder contains 14 types of material, each type related to a chapter in most cases. These are mainly black-line masters of student worksheets such as "Chapter Preview," "Learning Skills," "Free Enterprise," "Computation for Problem-Solving," and "Case Studies and Biographies." Also included are 30 multicolored transparencies.

### Evaluative Comments and Suggestions

While there are no available objective data on the suitability or effectiveness of these materials, it is this reviewer's opinion that the publisher's accolades about these materials, with respect to readability, practicality, and teachability are not greatly overblown—unless the sheer bulk of suggestions, aids, and activities is a drawback. As with all economics texts at both the secondary and college levels, a yearlong text contains much more material than most students can make their own in a year. The nearly-irresistible pressure to "cover" the text promotes skin-deep learning and minimum retention.

A particularly attractive feature to this reviewer, which was not in the author's previous (Harper and Row) text, is the good selection of chapter-end "Readings in Economics." The emphasis on a variety of student activities is also a plus. A particular drawback is that, like high school and college texts have "always" done, international economics is treated in two or three chapters at the end of the book, marginally integrated with the rest of the book, despite the tremendous increase in the relevance of the world economy to the United States in recent years.

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Data sheet by Irving Morrissett.

## 55. ECONOMICS FOR DECISION MAKING

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|---|---|
| **Authors:** | William A. Luker, David A. Martin, and G.J.W. Luker |
| **Publisher:** | D.C. Heath |
| **Publication Date:** | 1988 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 321 pp, $21.95; annotated teacher's edition, hardbound, 449 pp, $27.50; teacher's resource book, 3-ring binder, $70.00; overhead transparencies, $42.00; computer test bank, $133.00 |
| **Subject Area:** | Economics |

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### Overview

*Economics for Decision Making* is designed to teach basic concepts and skills in economics. The program stresses both learning and application of the principles of economics. Many materials are available to enhance student learning. The textbook teaches basic ideas and "helps students see how economics relates to their own lives." This goal is accomplished with the help of various readings from *The Wall Street Journal*, *The New York Times*, and *Atlantic Monthly*. "Tools for Decision Making" focuses on such things as using graphs, interpreting tax tables, and analyzing elasticity. Students are active participants in the program's exercises and activities. This five-unit, 17-chapter book examines basic economic terms, concepts and issues, free enterprise, economic growth and instability, money and banking, and international economics.

The teacher's annotated text includes a teacher's guide with chapter overviews, key terms, assignment guides, and teaching strategies and activities. A teacher's resource binder is also available. It includes independent practice worksheets, skills worksheets, enrichment worksheets, chapter tests, projects, simulations, and a bibliography. Other ancillary materials include overhead transparencies and a computer test bank, which operates on an Apple IIe or an Apple IIc.

### Required or Suggested Time

*Economics for Decision Making* is comprised of 17 chapters arranged into five units. The chapters tend to be between 10 and 20 pages in length. Concepts are introduced in one chapter and reinforced in later chapters. Some units may be used in isolation because material is retaught, but it is best to use the text sequentially. There is plenty of material to use as the basis for either a semester or yearlong course.

### Intended User Characteristics

This book is designed for use in high school economics classes. It seems best suited for juniors and seniors. The many new words and concepts, intrinsic to a basic course in economics, make the material difficult for the low ability student. The text contains many features that assist student learning, including chapter openers and objectives, charts, graphs, illustrations, bold print, reviews, and a glossary of terms. No special teacher training is necessary.

### Rationale and General Objectives

*Economics for Decision Making* introduces students to key economic concepts and skills. Students using the program will learn about economics and actively use the skill and knowledge that they acquire. The program "helps students see how economics relates to their own lives." The authors achieve this goal by using current information, relevant examples, and by including a section called "Economics in the Real World." The authors are also pleased that their program provides reinforcement of learned information. The text "provides a built-in reteaching and maintenance strand that results in student success." Learning objectives for each section of the text are provided in the student text. Knowledge objectives are emphasized, with some skill objectives included as well.

### Content

*Economics for Decision Making* contains 17 chapters organized into five units. Unit 1, "Introduction to Economics," focuses on scarcity and various economic systems. Unit 2, "Free Enterprise in the American Economy," examines free enterprise, supply and demand, as well as distribution of income. Unit 3 examines "Elements of a Free Enterprise System." Business organizations, labor, the consumer, and the role of the U.S. government in economics are features. Unit 4, "Maintaining Stability and Growth," discusses measuring the economy, economic growth and instability, and money and banking. The final unit examines "International Economics." Each chapter contains a section entitled "Tools for Decision Making," which gives students practice applying various skills. Examples of the skills included are using a price index, analyzing discount rates, and analyzing elasticity. "Economics in the Real World" is a high-interest feature included in each chapter and contains excerpts from important readings.

**Teaching Procedures**

The student text includes many teaching features. Each chapter begins with an introduction that can motivate discussion. Likewise, chapter objectives provide an overview of what the chapter will teach. Charts, graphs, and illustrations assist student reading. "Economics in the Real World" captivates student interest while making information more relevant and understandable. The chapter sections entitled "Tools for Decision Making" give students practice and help to reinforce concepts and skills. Section and chapter reviews reinforce learning and assist students in gauging their understanding.

The teacher's annotated edition offers may ideas and suggestions. Additionally, this text includes a 128-page teacher's guide. The guide provides chapter overviews, key vocabulary, ideas for introducing chapters, assignment guides, teaching strategies, activities, and extension and enrichment ideas. The teacher's annotated edition also includes one-page annotations to assist instruction. Another useful instructional aid is the teacher's resource binder. This binder includes independent practice worksheets, skills worksheets, enrichment worksheets, chapter tests, projects, simulations, and a bibliography. Other available ancillary materials are the overhead transparencies with teaching suggestions and worksheets, as well as a computer test bank that requires an Apple IIe or IIc.

**Evaluative Comments and Suggestions**

*Economics for Decision Making* is a sound academic program in high school economics. The program includes an attractive, well-organized, well-written, and contemporary text. The annotated teacher's edition offers on-page ideas. Additionally, this text includes a 128-page teacher's guide. This useful feature offers teaching strategies and activities and provides guidelines for enrichment and reteaching. An outstanding addition to this program is the teacher's resource binder. This binder includes independent practice, skills, and enrichment worksheets. Also included are chapter tests, projects, simulations, and a bibliography. Teachers may purchase transparencies and a test bank. Even without these ancillary materials, *Economics for Decision Making* is an impressive text. It is an attractive, clearly written work. The text is up-to-date and visually useful. It includes high-interest features that may motivate, fascinate, and reinforce learning.

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Data sheet by Tina Yager.

## 56. ECONOMICS: FREE ENTERPRISE IN ACTION

**Author:** David E. O'Connor

**Publisher:** Harcourt Brace Jovanovich

**Publication Date:** 1988

**Grade Level:** 9-12

**Materials and Cost:** Text, hardbound, 594 pp, $23.70; teacher's edition, hardbound, 697 pp, $28.50; teacher's resource book, 3-ring binder, 551 pp, free if requested by teacher, administrator, or Harcourt Brace Jovanovich representative.

**Subject Area:** Economics

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### Overview

Do not let the subtitle of *Economics: Free Enterprise in Action* mislead you. This is an excellent general economics text, correlated with the Joint Council for Economic Education's *Master Curriculum Guide and Framework*. The correlation and subtitle *Free Enterprise in Education* indicate a focus–something most high school texts lack–and allow the author to avoid the frequently criticized practice of trying to include too much unconnected material. A comprehensive teacher's guide and teacher's annotated edition including, among other things, teaching suggestions and enrichment strategies, are provided. The text aims to develop "understanding of the components and benefits of the free enterprise system in the United States." It emphasizes critical thinking about and the skills needed to function within the system.

Well-illustrated chapters include advance organizers, outlines, study guides, boldfaced important economic terms defined in a "Glossary," charts, graphs, and summaries. Each chapter includes a skills section devoted to applying and practicing reading, writing, thinking, and interpreting visual materials. End material includes "The Reference Library" made up of an "Atlas of Economics," a "World Economic Data File," a "Chronology of Economic Events," a very practical section "Everyday Economics Handbook" devoted to topics usually included in a consumer economics course, "Careers in the Marketplace" devoted to description of 24 different occupations, a "Glossary," index, and acknowledgments.

### Required or Suggested Time

The text begins with an illustrated overview of economics followed by 19 chapters organized into six units. Enough material is included for a yearlong high school course, which, because of the quality of the text, should enable good students to pass the advanced placement test in economics. The text could also be used for a one-semester course in economics, and a one- or two-semester course in consumer economics or business economics.

### Intended User Characteristics

The teacher's guide describes three ability guidelines–"Basic," "Average/Group," and "Challenging"–and categorizes teaching strategies, enrichment activities, and assignments accordingly. No reading or grade level is suggested. If "basic" at the high school level means a sixth-grade reading level, the text and other materials are almost certainly above that. Assuming the text is intended for the 11th or 12th grade, "basic" might reasonably mean a 10th-grade reading level.

The extensive set of teacher aids should allow any conscientious teacher who has had only one year of college economics to do a good job of teaching the high school economics course. Those high school teachers who have had two years or more of college economics will be able to utilize the aids to bring good students to the college level.

### Rationale and General Objectives

The text and teacher materials aim to provide "teachers and students with a comprehensive study of the basic concepts, principles, and practice of economics." The three major goals are: (1) to help "students to develop an understanding of the principles that underlie the United States free enterprise system," (2) to help "students to understand the operations of the United States economy," and (3) to help "students develop an appreciation for the benefits of living in a nation that enjoys a free enterprise system."

## Content

Following the illustrated overview, are six units: unit 1, "An Introduction to Economics," comprises four chapters: "Economics and Economic Systems," "Demand in the Marketplace," "Supply in the Market Place," and "The Price System in the Marketplace." These chapters introduce ten of the first 12 concepts from the *Master Curriculum Guide in Economics* published by the Joint Council on Economic Education.

Unit 2, "Business in the Free Enterprise System," contains three chapters: "Business Organizations," "Competition and Market Structure," and "The Labor Force in the United States." This unit introduces another of the first 12 concepts from the *Master Curriculum Guide*.

Unit 3, "Government and the Economy," has two chapters: "The Role of Government in the Economy" and "Financing in the Public Sector." It introduces the last of the first 12 concepts from the *Master Curriculum Guide*.

Unit 4, "Financial Institutions," is made up of four chapters: "Money and the Banking System," "The Nation's Federal Reserve System," "Saving, Borrowing, and Using Credit," and "Investment and Investors." Three more concepts are introduced in this unit.

Unit 5 is "Setting and Meeting Economic Goals." It is made up of three chapters: "Inflation, Recession, and Unemployment," "Measures and Causes of Economic Growth," and "The Nation's Fiscal Policy." Four more concepts are introduced in this unit.

Unit 6 is "International Economics," made up of three chapters: "International Trade," "Economic Growth in the Developing World," and "Comparative Economic Systems." The remaining three basic economic concepts are covered in these chapters.

## Teaching Procedures

A teacher will not be able to use all the support materials because there are so many of them. They include a wide variety of worksheets, tests and answers, teaching resources, and forms for plotting economic data. Most importantly, these materials are organized around a skills and enrichment program devoted to applying and practicing reading, writing, thinking, and interpreting visual materials.

The organization of the text and the large and diversified collection of teacher support materials are easily fitted into the conventional text-oriented, lecture course. But the emphasis on critical thinking, the variety of questions, primary sources, and other resource materials almost cry out for an inquiry-oriented approach. Overviews and introductions, objectives and preteaching vocabulary, key study questions, key understandings, suggested teaching strategies, enrichment activities, and suggested assignments are all provided.

## Evaluative Comments and Suggestions

This is an unusual text in that it explicitly states what almost all other economic textbooks hide – its economic value orientation. Possibly because of this, it gives a more unbiased treatment of other views than most. It also "makes sense" of what the study of economics is all about in a way that the more eclectic and encyclopedic texts cannot do. It is also more honest and probably less indoctrinating than most of its competitors, which of course have value orientations – often of a kind that the average student is not able to dig out. The text is accurate, well-written, and well-illustrated, and contains a wider variety of resource materials than most other high school economics texts. The teacher who desires can create as many individual or group learning experiences and projects, including the use of computers, as he or she is likely to desire.

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Data sheet by Peter R. Senn.

## 57. GLOBAL GEOGRAPHY

| | |
|---|---|
| **Authors:** | Alan Backler and Robert Harvey |
| **Publisher:** | Teachers College Press |
| **Publication Date:** | 1986 |
| **Grade Level:** | 6-9 |
| **Materials and Cost:** | Text, hardbound, 414 pp, $15.95; teacher's guide, softbound, 183 pp, $9.95 |
| **Subject Area:** | Global studies, world geography |

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### Overview

*Global Geography* is a junior high/middle school text that uses geography "as a vehicle for developing global dimensions of American citizenship." Five universal themes help students "develop a framework within which to view, understand, and deal with issues confronting citizens at a local, regional, and global level." These five themes are: people and culture, resources and the environment, isolation and interdependence, tradition and change, and conflict and cooperation. Each of the text's five units focuses in depth on one of the five themes. In each unit, the specific theme is developed and examined through one or two "theme" chapters; an "issues" chapter applying the themes to a specific local, regional, or global issue; and two "regional" chapters that look at specific world regions as case studies. Each chapter, in turn, is divided into three or four lessons.

The text boasts a highly readable format that employs a variety of narrative styles and high-interest case studies. This is offset by black-and-white illustrations, maps, and charts. There are no photographs.

*Global Geography* was developed by the National Science Foundation-supported Global Studies in Geography Project of the Social Studies Development Center at Indiana University.

### Required or Suggested Time

The publisher does not outline a required or suggested time for the use of *Global Geography*. However, the five units and 25 chapters that comprise the text provide ample material for a one-year course. Although teachers of a one-semester course on the Eastern or Western Hemisphere could easily select units from the text that covered these regions, they would sacrifice the comprehensive treatment of the five global themes.

### Intended User Characteristics

The text is designed for junior-high and middle-school students of varying abilities. The instructional materials attend to the cognitive and affective development of students at this grade level and age range. Materials have also been designed to match interests, learning styles, and social maturity level of the age group. For example, issues and global problems are introduced or developed through analogy and comparison to students' own lives and experience, without seeming contrived. Cartoon illustrations reflect the relevance of issues to the students' own lives.

Special features address the variability that exists among junior high/middle school students in reading ability. As one example, such visual aids as charts, graphs, and cartoons parallel the printed material and provide concrete representations of concepts and issues.

### Rationale and General Objectives

*Global Geography* represents a conceptual approach to the teaching and learning of world geography and global issues as well as to textbook design. In their introduction to the teacher's manual, the authors clarify the essential connections between American citizenship education and the study of other nations, world geography, and international issues: "Students...live in a world that is increasingly interdependent in nature. For this reason it is also necessary for schools to help prepare children to understand and deal with global issues that are beginning to confront people on a daily basis. It is the recognition of the need to develop this facet of citizenship education that has resulted in the current interest among educators in global studies."

The developers outline three goals that underlie this text: (1) to promote students' knowledge of how the world works, (2) to enhance students' intellectual skills in collecting, interpreting, storing, receiving, and interpreting information, and (3) to develop students' awareness of different perspectives held by the world's people.

The text employs instructional methods encouraging active learning – that is, the immediate application of knowledge and skills through a variety of exercises. Creative comprehension, application, and synthesis activities replace conventional chapter and unit reviews and check-ups in this text.

### Content

The text is divided into five units, each of which focuses on a global theme related to geography. Each unit contains five chapters: an introductory chapter and one additional chapter specifically on the theme of the unit; two chapters on regions of the world; a chapter on a global issue related to the unit theme.

The theme chapters consider the abstract theme and the geographic processes and concepts that apply it. Some regional chapters look at the region as a whole; others examine one country representative of the region in depth. In all cases, the regions are used as case studies in applying the universal theme and geographic processes and concepts of the unit. Each regional chapter conveys information about historical roots, cultural traits, and location. The global issues chapters deal not only with problems but with efforts being made to solve the problems.

Unit 1, focusing on the theme of people, contains an introductory chapter that provides an overview of the whole text. Additional chapters focus on understanding population, population problems and policies, and the regions of North and South America. Unit 2, "Human Needs," includes chapters on the theme of earth as home, the issue of human needs and how they are met, and the regions of North Africa-Southwest Asia and Africa South of the Sahara. Unit 3 explores the theme of resources. Chapters address using resources to satisfy needs, water, the impact of humans on the environment, and the regions of Australia-New Zealand and the Soviet Union. "Global Connections" is the theme of unit 4. Chapters examine the themes of human and place connections and personal global connections; the issue of people and food; the region of South Asia; and the nation of Japan. The final unit looks at the theme of change and the future through chapters on change, the world energy situation, and the regions of East Asia and Europe. A culminating chapter in this unit, "Forecasting the Future," provides a vehicle for helping students reflect on the content of the entire text.

This program does not feature traditional chapter- or unit-culminating activities or skill-building activities. Skill, comprehension, and application activities are integrated into each chapter.

### Teaching Procedures

A teacher's manual accompanies the student text. Introductory material in the teacher's manual outlines the history of the curriculum development project that led to this publication and briefly summarizes the rationale, goals, and organization of the program. A matrix outlines each unit and chapter.

The teacher's manual contains a set of teaching plans for using the text to its fullest potential in the classroom. Plans are keyed to chapters, lessons, and pages in the student text. The plan for each chapter consists of a chapter overview, teaching suggestions, and additional activities. Some handouts are included. Chapter overviews describe each lesson and alert teachers to special chapter features requiring advance preparation. Teaching suggestions include ideas for opening the chapter, conducting each lesson, and evaluating students. Additional activities offer enhancements for each chapter.

The teacher's manual is simple and concise, lacking the three-ring binder, computer component, and color transparencies typical of many other new text programs. However, it does provide thorough guidance, particularly for teaching strategies which, through field tests, the developers found were unfamiliar to some teachers.

### Evaluative Comments and Suggestions

This textbook represents an innovative approach to basal student materials in that it presents a genuinely conceptual approach to the study of human and physical geography and the global issues related to both. The interface between themes, concepts, and issues is emphasized throughout the text. Chapter and unit check-up exercises have been replaced by comprehension, application, and synthesis activities. These activities employ a variety of strategies including cooperative learning, brainstorming, and so on. The strategies are not only engaging and challenging for the students but represent an approach that may be refreshing and challenging to teachers.

*Global Geography* puts the study of geography in a conceptual framework and employs such a wide variety of instructional strategies, it may require greater preparation and commitment on the part of the teacher. However, it is an investment this reviewer believes would be worthwhile. It is a little unfortunate that a text with this much promise is limited, in terms of the flip-test review, by a distinctly non-eyecatching black-and-white format. However, educators who reject the book based on this shortcoming will be missing out on an innovative and effective text.

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Data sheet by Lynn S. Parisi.

## 58. GLOBAL STUDIES: CIVILIZATIONS OF THE PAST AND PRESENT

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| **Author:** | Henry Brun |
| **Publisher:** | Amsco |
| **Publication Date:** | 1988 |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Text, softbound, 557 pp, $8.75 (hardbound edition, $15.00); teacher's manual, softbound, 96 pp, $4.75 |
| **Subject Area:** | Global studies, world history |

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### Overview

The purpose of *Global Studies: Civilizations of the Past and Present* is to offer a comprehensive global history from prehistoric eras through the mid-1980s. Its 18 chapters cover Western, Asian, and African civilizations. The text should be adequate for an entire year of study. Special features include biographies, comparisons of similar events in different eras, and map and graph exercises. Section and chapter reviews are included in the text. A teacher's manual will be available in spring 1989.

### Required or Suggested Time

No required or suggested time is indicated by the publisher. However, the text includes 18 chapters covering an enormous amount of territory; a creative teacher could use the text as a basis for a year's study.

### Intended User Characteristics

The text is designed for use with high school students. The publisher claims that the materials are written for seventh grade reading level. Sections are short and are followed by exercises designed to reinforce the material covered. Unfamiliar words are introduced in italics, explained in the text, and defined in the glossary at the end of the book.

### Rationale and General Objectives

The publisher believes that students will "discover the foundations on which the present is based" through a study of the past. It further states: "By understanding common patterns of human experience throughout the world, students also prepare for their future." Specific objectives are to offer a balanced view of the history and cultures of Western civilization, Asia, Africa, and the Middle East. An attempt is made to examine contemporary issues in the light of an area's environment, culture, and history as well as to compare similar kinds of events or movements across history and geography.

### Content

This chronological text contains 67 sections arranged into 18 chapters. An introductory chapter covers basic concepts related to the physical environment, government, and cultures. Subsequent chapters begin with prehistory and proceed through ancient civilizations in the Middle East, Egypt, Asia, and Europe; the Greeks and Romans; the Middle Ages in both Europe and Russia; and early civilizations in Africa, the Americas, India, Japan, China, Korea, and the Indochinese Peninsula. Chapters 11-17 discuss the European Renaissance and Reformation periods, revolutions all over the world, the industrial revolution, nationalism and imperialism, World War I and World War II, and Europe and Asia after 1945. The final chapter focuses on contemporary society and such issues as the environment, human rights, new technology, and the rise of developing nations.

Special features include 66 maps dispersed throughout the text, numerous charts and graphs, timelines, and black-and-white illustrations including many photographs from the Bettmann Archive. One-page biographies (one per chapter) describe people such as the Leakeys, Hatshepsut, Mansa Musa of Mali, Tz'u-hsi of the Manchu dynasty, Margaret Thatcher, and Queen Victoria. At the end of each chapter is a short reading called "Connections." These pages attempt to compare events in different periods such as the use of cavalry in various wars, roads in early civilizations, ancient and modern imperialism, and the spread of ideas.

### Teaching Procedures

This text is a straightforward, mostly chronological history of the world. Teaching material is included in each chapter and consists of review questions after each section, exercises designed to build social studies skills, and chapter reviews. Exercises include matching, sentence completion, defining terms, rewriting sentences, filling-in-the-blanks, true-false, explaining statements, identifying people, and some essay questions. Each map and special feature includes review questions to reinforce the text.

A teacher's manual, not available for review, will be published in spring 1989. The publisher says that the manual will offer suggestions for teaching the content of the text chapters and using the maps, photos, and special features. The manual provides an aim and objectives for each lesson, as well as suggestions for summarizing and extending the content of the lesson. Independent research projects are included, as are unit tests and annotated bibliographies.

### Evaluative Comments and Suggestions

This text covers an enormous amount of territory in 557 pages. Of necessity each section is covered in only two to three pages, which gives one the sense of galloping through history. The illustrations are in black and white; the section and chapter review exercises are pedestrian.

On the plus side, the full global coverage is excellent and evenly divided. The world view, though swift, is well-handled and up-to-date for current coverage. The maps are good and easy to use, and the special features are a bonus. Biographies cover all cultures and women are well represented. The "Connections" pages offer a wider way of thinking in their comparisons of cultures and eras. With a creative teacher, the text could be successfully used in a world history or global studies course.

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Data sheet by Carol Krismann.

## 59. GOVERNMENT IN AMERICA

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|---|---|
| **Author:** | Richard J. Hardy |
| **Publisher:** | Houghton Mifflin |
| **Publication Date:** | 1988 |
| **Grade Level:** | 12 |
| **Materials and Cost:** | Text, hardbound, 866 pp, $23.49; teacher's annotated edition, hardbound, 1,010 pp, $28.50; teacher's resource book, 3-ring binder, $81.00; workbook, softbound, 112 pp, $6.00; tests, softbound, 88 pp, $3.60; overhead transparencies, $51.00 |
| **Subject Area:** | U.S. government |

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### Overview

*Government in America* is a basal U.S. government text designed for use with a range of students. Lesson plans are included for basic, average, and advanced students. The text can be used in either a semester or yearlong survey course. In addition, semester courses can also be organized around the following: individual participation in the political process, comparative government and economics, state and local government, civil rights and civil liberties, national government, citizenship, and political behavior and public policy. The narrative in the text is supplemented by a range of other features. These include prereading focus questions; maps, charts, graphs, and other illustrations; section review questions that address both recall level and higher order thinking skills; citizenship skill activities; primary sources; chapter summaries; and biographical vignettes. In addition to the text, there is an array of support materials including a teacher's annotated edition, transparencies, test booklet and answer key, teacher's resource book, and student workbook with teacher's edition. The student workbook, text, and teacher's edition all contain a wide variety of activities ranging from paper-and-pencil seat activities to active involvement in the political process.

### Required or Suggested Time

The text can be used in either a one-year or one-semester course. Semester plans suggested by the author recommend using 25 to 27 chapters but with varying emphasis among them. The amount of time devoted to any unit and accompanying activities can vary considerably depending on the interests of the teacher and students and on student ability.

### Intended User Characteristics

*Government in America* is primarily designed for average and above-average students, although the lesson plans offer activities for basic students as well. Most lesson plans provide directions for working with basic, average, and above-average students. Fry readability tests consistently indicated a very high readability, often above 12th grade, but this may be a result of many political science terms, such as "constitution," which are polysyllabic and repeated frequently. Vocabulary development would be essential, but could greatly compensate for the apparent high readability level. The text contains many reading aids that should also help to address this issue. Headers, highlighted vocabulary words, vocabulary sections, and prereading questions enhance the readability of this text. In addition, the text is profusely illustrated with colorful pictures, charts, maps, graphs, and a variety of appealing visual presentations.

### Rationale and General Objectives

Neither the student nor teacher's editions provide an explicit rationale. However, the student text indicates that it will help students to "...learn about the many people, institutions, and processes that make up the government of the United States–from the President and Congress to your state, county, and town governments. This is knowledge that you–and all Americans–need to become informed, involved citizens. One important goal of this book is to help you realize that government is not remote or abstract but a part of your everyday life." The teacher's edition makes a reference to learning styles, but then proceeds to offer examples that almost exclusively rely on visual transmission of information. Objectives are provided for each chapter and address a range of cognitive levels. Student activities reinforce the conclusion that skill development was thoughtfully considered by the developers.

### Content

The 10 units and 29 chapters reflect a traditional approach for organizing a government text. Unit 1 contains four chapters and examines the principles and historical origins of the U.S. Constitution and federalist structure. Unit 2 has three chapters and focuses on the civil rights and civil liberties of our society. Unit 3 has four chapters and examines the role of the citizen in our political system. This section considers public opinion, interest groups, political parties, and elections. Unit 4 has two chapters and focuses on the national legislative branch. Unit 5 has three chapters and considers the national executive. Unit 6 reviews the legal system in two chapters. Unit 7 devotes five chapters to an analysis of public policy issues which include taxes, spending and economic policies; foreign policy and national defense; business, labor, and agricultural policies; energy and the environment; and social policies and programs. Unit 8 examines state government in two chapters while unit 9 reviews local government in two chapters. Unit 10 has two chapters that apply a comparative approach to looking at political systems and the role of governments in economic systems. The table of contents facilitates finding a variety of special features including primary sources, citizenship skills, components comparing political systems, critical thinking activities, and maps, graphs, and charts.

### Teaching Procedures

The teacher's annotated edition is designed to provide detailed support for instructors. Each chapter specifies objectives and a bibliography of written and multimedia resources. For each section, preview questions are provided and teaching strategies for basic, average, and advanced students are provided. In addition, enrichment activities or assignments are suggested. Both the text and the student workbook contain a wide spectrum of instructional activities. Community-based experiential learning activities, such as conducting polls, as well as discussion, research, question-and-answer exercises, and other traditional activities are included. The text is especially noteworthy for its strong skill development components.

### Evaluative Comments and Suggestions

This is a clearly written, well-organized, pedagogically sound text. It uses a balanced repertoire of instructional methods and is especially strong in its emphasis on skill development. Questions and activities throughout the text and its support materials call for the application of higher level cognitive skills. Unfortunately, the accompanying test instruments for the most part do not assess these sophisticated intellectual endeavors. There is a danger that students may recognize that the tests primarily rely upon recall of information and this may deter some students from engaging in the more challenging higher cognitive functions. This set of materials should be seriously considered by anyone adopting 12th-grade government texts for average or better students.

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Data sheet by G. Dale Greenawald.

## 60. LAIDLAW WORLD GEOGRAPHY: A PHYSICAL AND CULTURAL APPROACH

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|---|---|
| **Author:** | James L. Swanson |
| **Publisher:** | Glencoe |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Text, hardbound, 656 pp, $22.98; teacher's edition, hardbound, 788 pp, $28.95; teacher's resource book, 3-ring binder, 490 pp, $57.00 |
| **Subject Area:** | World geography |

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### Overview

*Laidlaw World Geography* is a basal geography text for use in grades 7-12; the writing style and reading level make it most suitable for average students in grades 9-10. The text opens with an introduction to the study of geography, followed by an examination of ten world regions. Each regional unit contains chapters on the land and people of the region, as well as two case studies of problems the region faces.

The primary instructional strategies are reading, discussion, and completion of worksheets, literally hundreds of which are provided in the binder accompanying the program. Unit and chapter tests are also provided in the binder.

### Required or Suggested Time

Although no timetable is presented for its use, the text provides ample material for a yearlong geography course. The author recommends that the first unit be taught first, but subsequent units can be used in any order or even independently. Thus, several units could be combined to form a one-semester course on the Eastern Hemisphere, for example. Individual units could be used as the basis for briefer (three- to four-week) studies of specific world regions.

### Intended User Characteristics

This text is designed for students in grades 7-12. The publisher indicates that the reading level has been carefully controlled using the Dale-Chall formula, although our analysis using the Fry graph indicated some variability (from grade 7 to grade 12). The writing style and reading level would appear to make the book most suitable for average students in grades 9 and 10. Aids to understanding include use of bold type for new words, in-text definitions, questions to guide reading, and section review questions.

### Rationale and General Objectives

The author describes three major goals he pursued in writing the text: (1) "to develop an instructional program that effectively enables the students to understand the relationship between our physical environment and the ways that we live, think, behave, and work," (2) "to develop a textbook that is organized so that it may be used successfully by students and teachers in a variety of classroom situations," and (3) "to incorporate a skills-development program that is relevant and applicable to the students' ongoing work in the social studies and, specifically, to their study of world geography." The instructional objectives listed for each chapter section and case study in the teacher's edition generally involve acquisition and analysis of geographic facts and concepts.

### Content

*Laidlaw World Geography* opens with a unit that introduces the study of geography, covering important geographic concepts, the relationship between people and the environment, and the use of such tools as maps and globes. The author strongly recommends that this unit be taught before the succeeding ten units, which can be used in any order. Each of these units covers one of the following world regions: the United States and Canada, Latin America and the Caribbean, Western Europe, Eastern Europe and the Soviet Union, North Africa and the Middle East, Africa South of the Sahara, South Asia, East Asia, Southeast Asia, and Antarctica, Australia, and Oceania. Three chapters comprise each regional unit. The first looks at the land, government, history, and culture of the region; the second examines life in the region today, with emphasis on economics, transportation, communication, and population patterns. The final chapter in each unit presents two case studies on current problems in the region. Some of the problems covered in these case studies are acid rain in North

America, development of the Amazon River basin, famine in Africa, population growth, and preservation of the Great Barrier Reef.

Several special features appear in each unit. These features focus on skills (e.g., using maps, graphs, landsat images, population pyramids); geographic concepts (e.g., how latitude and longitude were used to rescue astronaut Scott Carpenter when his capsule splashed down in the wrong location, impact of population growth on the Sunbelt); geography and history (e.g., Mesa Verde, the Silk Road, early Indian astronomers); "groundbreaking individuals" and unusual cultures (e.g., Ptolemy, the Leakeys, the Tasaday).

A reference section includes maps, a listing of world facts, and a glossary.

### Teaching Procedures

The teacher's edition for the text provides for each chapter section, instructional objectives, a strategy for developing the content through discussion, and answers to questions in the student text. For the case studies, suggestions for extension, which include the most creative teaching ideas given in the manual, are also provided. Supplementing the activities in the teacher's edition are numerous practice and review worksheets in the binder and chapter- and unit-ending questions and exercises in the student text. Most of the exercises in the student text involve answering questions requiring recall and analysis of information, practicing skills, doing research, or creating bulletin boards. Chapter and unit tests are provided in the binder.

### Evaluative Comments and Suggestions

The most attractive features of this text are the use of problem-based case studies and the emphasis on the link between people and the environment. The binder presents a wealth of seatwork for students who need additional instruction and practice, as well as those ready to move on to new material. Unfortunately, the rather dull writing style and reliance on reading, discussion, and completion of worksheets rather than activity-oriented instructional strategies would appear to do little to stimulate student interest in the material.

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Data sheet by Laurel R. Singleton.

## 61. LESSONS OF THE VIETNAM WAR, THE: A MODULAR TEXTBOOK

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| **Editor:** | Jerold M. Starr |
| **Publisher:** | Center for Social Studies Education |
| **Publication Date:** | 1988 |
| **Grade Level:** | 9-16 |
| **Materials and Cost:** | Text, 3-ring binder, 376 pp, $24.95; (12 modules available separately, $3.00 each); teacher's edition, 3-ring binder, 440 pp, $29.95 |
| **Subject Area:** | Area studies, global studies, U.S. history |

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### Overview

*The Lessons of the Vietnam War* is a modular textbook designed for use in high school or college courses. The looseleaf program includes 12 individually bound modules that can be used in any order or in isolation. Each unit is 32 pages in length. The units cover various aspects of the war. Topics include the country and culture of Vietnam, America's role in the war, strategies, players, crimes and consequences of the war, views of the war, and implications of the war. The content is expressed in many ways including poetry, song lyrics, diary entries, dialogues, photographs, and illustrations. The teacher's edition includes strategies, objectives, materials, and resources. Such materials may be used for a semester course on the Vietnam War or to supplement a course having a broader scope (U.S. history, world history).

### Required or Suggested Time

*The Lessons of the Vietnam War* is a modular program composed of 12 units. The units are 32 pages in length. The units may be used in a variety of ways: together in a semester course, independently, or out-of-order to supplement another course. Modules may be purchased individually to facilitate such use. Lesson plans specify the time required, which will vary depending on whether teachers use lessons as basic presentations or also use the enrichment activities provided.

### Intended User Characteristics

The materials are intended to be used by high school and college students. The text is rather sophisticated. Diary entries, soldier's poetry, song lyrics, quotations, and political cartoons enhance learning. No special teacher training is necessary.

### Rationale and General Objectives

The editor of *The Lessons of the Vietnam War,* Jerold M. Starr, says, "The educational establishment has begun to recognize the Vietnam War after years of neglect." Dr. Starr indicates that there is a demand for information on this war and that advanced placement tests include questions on the subject. Despite increasing interest, there is an obstacle to learning about the war. According to Dr. Starr, "Perhaps the biggest obstacle to the effective teaching of Vietnam is that few students have learned how to think critically about political and social issues." Consequently, the authors of this program have established certain objectives in developing their curriculum. The authors wish to "review the many aspects of the Vietnam War through a diversity of materials." The curriculum is designed to "teach students how to think critically about conflict and its resolution in international relations." Additionally, this program is designed to promote ethical reasoning and to "help students better understand people from social backgrounds and cultures different than their own."

### Content

The unit titles in this program are: "Introduction to Vietnam: Land, History, and Culture," "America at War in Vietnam: Decisions and Consquences," "Was the Vietnam War Legal?," "Who Fought for the U.S.?," "How the U.S. Fought the War," "When War Becomes a Crime: The Case of My Lai," "Taking Sides: The War at Home," "How the War Was Reported," "The Vietnam War in American Literature," "The Wounds of War and the Process of Healing," "Boat People and Vietnamese Refugees in the United States," and "The Vietnam War: Lessons from Yesterday for Today." Content is expressed in interesting and innovative ways including diary entries, poetry, photographs, song lyrics, dialogues, and political cartoons.

## Teaching Procedures

This program includes 64 pages of teacher material that presents strategies and resources for teaching. The teacher's guide outlines suggested research projects and class activities. Lesson plans include objectives, materials, time, and procedures. Activities include simulations. Handouts for these simulations are included in the teacher's guide. Additionally, the teacher's guide includes a resource file of films, filmstrips, videocassettes, and speakers. The modules are self-explanatory. The readings are divided into sections that are a couple of pages in length. Each 32-page module includes an introduction, conclusion, references, and discussion questions.

## Evaluative Comments and Suggestions

*The Lessons of the Vietnam War* presents an interesting account of many aspects of the Vietnam War. The materials promote a cognitive and emotional understanding of this important event. The reader experiences various dimensions of the war in an examination of expository writing, poetry, song lyrics, diary entries, photographs, dialogues, and political cartoons. The material is presented in 12 modules that may be used in any order or in isolation. The teacher's guide includes suggestions for activities and simulations, which promote critical thinking. The program would be useful as a foundation for a semester course on the Vietnam War.

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Data sheet by Tina Yager.

## 62. SCHOLASTIC WORLD HISTORY PROGRAM

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|---|---|
| **Authors:** | Ira Peck and others |
| **Publisher:** | Scholastic |
| **Publication Date:** | 1987 (rev. ed.) |
| **Grade Level:** | 7-10 |
| **Materials and Cost:** | 4 texts, softbound, 222-255 pp, $6.95 each; 4 teacher's guides, softbound, 80 pp each, $19.95 each; teacher's resource book, 3-ring binder, $79.95 |
| **Subject Area:** | World history |

### Overview

The *Scholastic World History Program* consists of the following four books: *The Ancient World*, *The Age of Empire*, *Early Civilizations in Asia, Africa, and the Americas*, and *The Modern World*. These books provide insight into the history of the world. Philosophies, social experience, eminent persons, key events, and transition in time are included. The authors transmit their information using short, readable narratives targeted at below-level secondary students. Such students will benefit from the authors' desire to make "historical inquiry interesting and exciting." The program helps students to "recognize and understand the personalities, social attitudes, cultures, geography, climate, and other factors that have shaped the history of the world." Photographs, graphics, dialogues, and quotations give students insight into the past. Four teacher's guides, which correspond to the texts, contain teaching strategies, background information, key concepts, answers to questions, and black-line masters designed to promote student learning.

This revised edition includes some features not available in earlier editions. Units, called parts, include openers that give an overview. Summary questions give each chapter closure. Skill questions enhance the study of maps. Review and skill exercises enhance information acquisition skills. Print masters have been updated.

These four softbound texts are manageable, interesting, and useful materials for a yearlong world history class. They may be used in isolation or out of sequence to accommodate other courses.

A teacher's resource binder, which was not available in time for review, has been added to the program.

### Required or Suggested Time

The program is divided into four books as follows: *The Ancient World*, *The Age of Empire*, *Early Civilizations in Asia, Africa, and the Americas*, and *The Modern World*. The books may be used as an entire program or in isolation. Each book is divided into six or seven units designated as parts. The parts are further divided into chapters, which typically are about five pages in length. The books may be used together for a yearlong course, or selected books and chapters may be used for shorter courses.

### Intended User Characteristics

This program is "designed for teaching world history to below-level students in secondary schools," namely grades 7-10. Chapters are brief, which assists student comprehension. The authors have included overviews and summary questions to help students learn the material. Map exercises assist with the improvement of geography skills. Each part of the texts includes "Review and Skills Exercises." Photographs, illustrations, dialogues, and quotations enhance student learning. The four teacher's guides include suggestions, key concepts, answers, overviews, and print masters. No special teacher training is needed.

### Rationale and General Objectives

The *Scholastic World History Program* is designed to teach world history to below-average secondary students. The series "gives students a grasp of historical names, dates, places, events, and ideas." Additionally, the program "helps students recognize and understand personalities, social attitudes, cultures, geography, climate, and other factors that have shaped the history of the world." The program promotes an evaluation of historical events. It "makes historical inquiry interesting and exciting."

### Content

The *Scholastic World History Program* is a series comprised of four books. Each book is divided into six or seven parts made up of short chapters. The first book in the series, *The Ancient World*, introduces students to civilizations that serve as a foundation for the Western world. The book examines Mesopotamia, Egypt, the Near East, Ancient Greece, the Roman Republic, and the Roman Empire. Book two, *The Age of Empire*, gives background on the development of European nations. The seven parts of this book are: "The Medieval World," "The Rise of Nations," "The Renaissance, "The Reformation," "The Age of Discovery," "The Age of Change," and "An Age of Revolution." The third book in the series is entitled *Early Civilizations in Asia, Africa, and the Americas*. This book examines significant non-Western civilizations: India, ancient China, Japan, pre-Columbian America, Africa, and the Byzantine and Muslim Empires. The final book in the series, *The Modern World*, discusses people and events that influenced the world today. The parts of this book are "The Industrial Revolution," "Ideas that Shaped the World," "Nationalism and Democracy," "Imperialism and Expansion," "The World at War," "Liberation Movements," and "Revolution in Technology."

### Teaching Procedures

Each of the four texts has an accompanying teacher's guide. Each guide includes 48 pages of black-line masters for activities. Additionally, each teacher's guide includes 32 pages to assist instruction. Teachers are provided with suggestions for getting started, highlights of key words and concepts, answers to questions, and teaching strategies. There are enough materials to guide a teacher into an interesting program. It would be appropriate for a teacher using this series to obtain supplementary resource materials.

A teacher's resource binder has recently been added to the program. It was not available in time to be reviewed.

### Evaluative Comments and Suggestions

The *Scholastic World History Program* is a four-book series designed for use with low-level secondary students. The program provides an interesting study of world history. Each book is divided into parts that are further divided into chapters approximately five pages in length. The books highlight important people, places, and events in world history. The narrative is clear, concise, and interesting. Photographs and illustrations add to the visual appeal, while dialogues and quotations add variety to the format. The program gives insight into the social history of nations. Teacher's guides correspond with the four texts, offering suggestions, activities, and answers. Print masters assist teachers in making history come alive.

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Data sheet by Tina Yager.

## 63. UNDERSTANDING ECONOMICS

| | |
|---|---|
| **Author:** | Allen W. Smith |
| **Publisher:** | Random House |
| **Publication Date:** | 1988 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 449 pp, $21.00; teacher's guide, softbound, 154 pp, $8.67; activity book, softbound, 156 pp, $21.84 |
| **Subject Area:** | Economics |

### Overview

*Understanding Economics* is an introductory high school economics text suitable for a one- or two-semester course. Its goal is to encourage the student to learn how the economic system works and to see how individuals affect and are affected by economics in their own lives. There are a variety of teaching materials that include chapter-by-chapter objectives, guidelines, activities, and tests as well as a reproducible activity resource book emphasizing decision-making problems and skills. Economics and social studies skills are taught in each of the 18 chapters.

### Required or Suggested Time

No specific suggestion is given by the publisher as to time frame. However, there is plenty of material for a yearlong course, particularly if all the activity suggestions are used. The text could also be used for a semester course with a judicious choice of activities.

### Intended User Characteristics

The text was designed for an introductory economics course for high school students in grades 10-12. However, according to an analysis of six reading samples performed according to Fry readability, the reading level is grade 12. Unfamiliar words are introduced in italics and defined in the text. The teacher would benefit from having had at least one economics course. Although there are plenty of teaching suggestions, there are no deeper explanations of the text.

### Rationale and General Objectives

According to the publisher, the goal of this text is to help students "investigate how the economic system works and...forge linkages between economic issues and their own lives." Throughout the text, the active role of the individual is stressed, and practical techniques the student can use for solving economic problems are provided. The emphasis is on the relevance of economic concepts to everyday life. Other less content-related objectives focus on decision-making and problem-solving skills, analytical skills, and the application of economic concepts to problems. Social studies skills such as understanding graphs and analyzing newspaper articles are also included.

### Content

The text's seven units include two to four chapters each, for a total of 18 chapters. Each chapter contains four to eight short sections. A short preface provides an overview of the contents of the text. Unit 1 introduces the text with definitions of economic terms and basic kinds of economic systems, as well as chapters on the American economy, supply and demand, and the interactions of economics. Unit 2 focuses on the American business firm, including chapters on business organization and market structure, outputs and profits, labor unions and collective bargaining, wage determination, and the relationships of government and the economy. Unit 3 discusses economic performance, the GNP, business cycles, unemployment, inflation, and fiscal policy, while unit 4 is about money, banking, and monetary policy. Unit 5 examines problems such as income distribution, poverty, energy, and pollution; unit 6 describes international trade and finance, comparative economic systems, and problems of developing countries. The final unit focuses on personal economics: money-management planning, housing, transportation, clothing, food, insurance, borrowing, and investing.

Several special features are interspersed throughout the text. Each chapter has a one-page career feature on an economics-related occupation including statistician, economist, accountant, bank teller, securities sales-worker, and insurance agent. There are also five biographies of important economists:

Paul Samuelson, Milton Friedman, Adam Smith, John Maynard Keynes, and Karl Marx. Additional sections focus on six economic issues. These are generally two pages long and present both sides of such issues as "Should the U.S. restrict imports?" "Should there be a lower minimum wage for teenagers?" "Should federal antipollution laws be loosened?" Each chapter also includes a special feature introducing an economic skill. Some of these are particularly related to economics, such as understanding supply and demand curves or the consumer price index; others are more basic social studies skills, such as reading various kinds of graphs or interpreting news articles. The text also contains 52 graphs, charts, and tables and is liberally illustrated with black-and-white and color photographs. A glossary and index conclude the volume.

The activities resource book provides five activities for each chapter and two activities for each unit. These are reproducible and range from simple exercises, such as interpreting pie graphs or classifying taxes, to decision-making activities, such as ascertaining opportunity costs or evaluating business decisions.

## Teaching Procedures

The teacher's guide lists five to ten content objectives, answers to review and discussion questions in the text, and three to seven suggestions for student activities for each chapter. Activities include clipping articles, role-playing, interviewing business persons, discussing issues and concepts, and drawing cartoons. Many involve outside speakers, such as local entrepreneurs or merchants, labor union officials, or stockbrokers. The guide also contains nine decision-making activities based on a five-step decision-making model. The first activity explains the model and subsequent activities focus on particular concepts, (e.g., evaluate three separate businesses from the viewpoint of the owner and from the viewpoint of society). Possible answers for these activities are included. The third part of the teacher's guide includes chapter tests and their answers. Each test contain eight multiple choice, eight completion, seven matching, and two essay questions.

The student text also contains several features designed to enhance teaching. These include 10 to 15 highlights summarizing the main concepts of each chapter, three to six review questions following each main section, matching exercises for important terms and their definitions, two to five discussion questions, and two activity suggestions for special projects and research. The teacher's guide for the activities resource book suggests possible answers and solutions to those activities.

## Evaluative Comments and Suggestions

*Understanding Economics* is an attractive and clearly presented text. The text and its accompanying teaching materials cover the usual content of economics and offer a wide variety of teaching suggestions and activities. The special features add to the text; the skill-building sections at the end of each chapter are a plus as well. The decision-making activities should catch the students' interest and lead them toward awareness of economics in everyday life, a goal of the text.

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Data sheet by Carol Krismann.

## 64. UNDERSTANDING PSYCHOLOGY

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|---|---|
| **Special Consultant:** | Anne V. Gormly |
| **Publisher:** | Random House |
| **Publication Date:** | 1986 (4th ed.) |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 544 pp, $18.99; teacher's guide, softbound, 343 pp, $8.25; activity book, softbound, 154 pp, $19.86 |
| **Subject Area:** | Psychology |

### Overview

*Understanding Psychology* offers a remarkable introduction to psychology. The basis of the program is an interesting and informative text. The text provides "brevity, lucid prose, accuracy, and comprehensive coverage." Topics include the development and tools of psychology, learning and memory, the interrelationship of the body, brain, and behavior, life span, personality and individuality, adjustment and disturbance, therapy, and human relations. Chapters include features to assist student learning and teacher presentation. Additionally, the program includes a teacher's guide and an activity resource book. The teacher's guide provides an outline, a summary, learning objectives, activities, supplementary information, and demonstration and discussion material for each chapter. The guide also includes suggested readings and resources, as well as a test file. The activities resource book includes review exercises and assignments, as well as worksheets and exercises to enrich learning; these materials are reproducible. These materials can be used for a semester or yearlong high school psychology course.

This fourth edition of *Understanding Psychology* contains the impressive features of earlier editions. Further, it includes sections entitled "Using Psychology," which are high-interest practical applications. Examples include the effect of mood on memory and the power of peer groups. Further, this fourth edition includes a discussion of current research, not included in previous editions. This fourth edition can be used in conjunction with earlier editions.

### Required or Suggested Time

*Understanding Psychology* is composed of 18 chapters, which tend to be about 25 pages long. Chapters are grouped into six units. The chapters may be used in isolation and out of sequence. There is more than enough material to serve as the foundation for a yearlong introductory course. A selected portion of the material may be used for semester classes. Each chapter contains review questions and activities. Additionally, the teacher's guide includes various activities, discussion and lecture ideas, as well as demonstrations to supplement the text material. Finally, the activities resource book provides further assignments, experiments, and activities.

### Intended User Characteristics

This book is designed for use in high school psychology courses. It is best suited for juniors and seniors. The many new vocabulary words and concepts make the text difficult for the student of low capability. The text contains features to assist students, including a glossary of vocabulary, chapter previews and summaries, as well as the use of boldface print, italics, and graphics. The text is written in a clear, concise, and interesting fashion. The materials are carefully and professionally designed so that the book would receive administrative support. No special teacher training is needed to use these materials.

### Rationale and General Objectives

The text provides "a concise, yet broad coverage of the field of psychology." Materials are intended to offer an "up-to-date coverage of this quickly changing field." The teacher's guide provides learning objectives for each chapter.

### Content

The text is presented in 18 chapters. There is an introductory chapter; the other chapters are arranged into six units. The first unit, "Learning and Cognitive Processes," focuses on learning and memory. Unit 2, "The Workings of the Mind and Body," teaches about the body and behavior, as well as sensation, perception, motivation, emotion, and altered states of consciousness. Unit 3 explores the life span. This unit includes chapters on infancy and childhood, adolescence, adulthood, and old age. Unit 4 introduces the reader to personality theory and psychological testing. Unit 5 examines adjustment and breakdown. Chapters in unit 5 include the following: "Stress and Conflict," "Adjustment in Society," "Disturbance and Breakdown," and "Therapy and Change." The final unit is "Human Relations." This unit includes two chapters: "Human Interaction" and "Attitudes and Social Influence." The last unit is followed by the appendix, which explains techniques, problems, and considerations when conducting research.

### Teaching Procedures

*Understanding Psychology* contains a wealth of information and a large number of activities. The program includes the student text, a teacher's guide, and an activities resource book. The teacher's guide provides an outline, a summary, and learning objectives for each chapter. Additionally, there is a section (class involvement) that provides the teacher with information for lectures and discussions and ideas for demonstrations. The guide also includes "Supplementary Information" that can serve as the basis for lessons. There is more than enough material to be used during a school year. It is best for teachers to examine the materials and to adapt lessons and activities for their own expertise as well as the students' interests and capabilities.

### Evaluative Comments and Suggestions

*Understanding Psychology* is an outstanding program designed to provide a basic education in introductory psychology. The text is clear, interesting, and educational. Chapters are divided into sections and subsections using colors, graphics, illustrations, italics, and boldface print to assist the reader. The end of each chapter includes a summary, key terms, review questions, and activities. The teacher's guide and activity book contain excellent ideas, activities, and resource materials. The program is flexible, allowing teachers to select activities that suit teacher and student needs. Teachers will find the materials to be enriching and motivating. Students will benefit from an excellent overview of basic psychology.

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Data sheet by Tina Yager.

## 65. UNITED STATES HISTORY

**Authors:** Jerome R. Reich and Edward L. Biller

**Publisher:** Holt, Rinehart and Winston

**Publication Date:** 1988

**Grade Level:** 8-10

**Materials and Cost:** Text, hardbound, 864 pp, $24.99; teacher's edition, hardbound, 1,023 pp, $29.16; teacher's resource book, 3-ring binder, $129.60; workbook, softbound, 119 pp. $6.27

**Subject Area:** U.S. history

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### Overview

*United States History* is a basic textbook for a yearlong, eighth-grade course in history. Organized for the most part chronologically, the textbook covers conventional subject matter from the period of early explorations well into the 1980s. Balance among political, economic, social, and geographic aspects of history is, on the whole, carefully done. American relations with other parts of the world are included. A strong skills program, including skills in thinking, is closely related to the content. Knowledge, however, is the major objective. The text is well-written and clearly organized. Learning aids are numerous. Abundant illustrations encourage "visual literacy." Both a supplementary workbook and a set of transparencies with related worksheets promote knowledge and skills, while another set of worksheets focuses on reteaching main points. These materials can accommodate some range of differences in student capabilities. An annotated teacher's edition offers lesson plans for each textbook chapter and a wealth of suggested learning activities. A teacher's discussion guide for the transparencies and a test booklet accompany the materials.

### Required or Suggested Time

This textbook is intended to be the backbone of a year's course. The first half takes students somewhat beyond Reconstruction. This textbook is divided into 12 units taking in 38 chapters, each about a week's work. Each chapter is made up of three sections, each expected to be one day's lesson. In addition to a review, each chapter also has three special features: a presentation of a significant person in history, a "Skills Focus," and a "Map Workshop." At least a few enrichment learning activities, reviews, tests, and current affairs fit in easily with the schedule implicit in the textbook.

### Intended User Characteristics

This textbook is intended for ordinary eighth-grade classrooms across the country. Fry readability analysis shows the material at a grade 8 reading level. However, the textbook, like many others, includes a vast quantity of material for students to comprehend and make their own. Even though the learning aids highlight and repeat what is important, the sheer quantity of information makes for a difficulty not readily reflected in a reading level score. Consequently, some schools may find this textbook suitable for their tenth grades, or even the eleventh. "Reteach" exercises in a supplementary workbook are available. Additional exercises and suggestions for finding out more are suitable for stronger students. Although teachers need no special ability to use this textbook, some will appreciate the several sorts of help provided to teachers.

### Rationale and General Objectives

This survey of the course of American history contributes to common knowledge, part of the shared background of American citizens, while it serves as a base for deeper learning in succeeding years. Emphasis also goes to developing cognitive skills, including thinking, fitting closely into the content. The attention given to learning aids is expected to lead to accomplishment and satisfaction. Numerous and colorful pictures are to promote "visual literacy." Special features and a variety of supplementary instructional materials are included for both interest and achievement. In the teacher's edition more specific objectives are stated for chapters and lessons.

### Content

The subject matter is what is ordinarily considered conventional U.S. history. Beginning with American Indians and the coming of Europeans, the accounts move on chronologically through history: settlement and territorial expansion; formation of government and the political changes and issues of various periods; economic development; American life in several periods; and this nation's relations with other countries of the world. Even such recent topics as Vietnam, Watergate, the Iran-Nicaraguan affair, and trade competition with Japan, along with gains in medicine and the use of computers, are included. Enough material is included to provide an underpinning for global perspectives. Women and men, many racial, ethnic, and religious groups, and the handicapped are, on the whole, fairly represented, clearly present from the earliest days into the 1980s. The role of religion, though not ignored, is downplayed.

Accounts of events and conditions are done with comparatively little interpretation. To some extent, ideas from the social science disciplines are used to flesh out explanations. "Key words" identify concepts, some far more clearly developed than others. Maps, pictures, charts, diagrams, and skill exercises are as much a part of the content as is the prose of paragraphs. A glossary, atlas, and index are at the back of the book.

### Teaching Procedures

Teachers and students can capitalize on numerous aids to learning, especially helpful for students who do not yet have mature study skills. Each chapter begins with a timeline and an overview. Each day's lesson begins with highlights and ends with a section review. Each chapter concludes with a summary, a review of important points, skills review, and thought-provoking questions. Each unit also ends with a similar review. Organization and review are intended to promote a thorough grasp of subject matter. Discussion of the copious illustrations can engage attention and contribute to understanding and thought. The map workshops and skills focuses are exercises ready to teach. They foster increasingly complex skills: comparing, using sources, drawing inferences, applying, analyzing, interviewing, organizing reports and more, all well related to the content of their chapters and set in a variety of forms such as graphs, maps, prose, diagrams, and flowcharts. Available also are a student workbook, a set of transparencies – cartoons, charts, maps, and the like – with student worksheets. Working through these with teacher help may foster not only knowledge but skills. Other worksheets are set to reteach main points.

The teacher's edition provides a lesson plan for each lesson. Were teachers to put them into practice, students would engage in a variety of seemingly appropriate learning activities calling for a wider variety of instructional materials than are ordinarily in use in classrooms. Of course, teachers and their students may plan other kinds of activities. The organization of this textbook need not get in the way of capable teachers who work out their own learning activities especially appropriate for their own students. What is suggested in the teacher's edition is often discussion, but from some significant or interesting "starter" requiring more than mere recitation. Samples of other kinds of suggested learning activities are: seeing mass production firsthand in a local factory, writing campaign slogans for some election, listening to folk songs, interviewing people who remember the Depression, and writing a report about some significant person. Teachers and students who want to trace particular topics through one or more periods of history may use page listings for topics on a scope table. Lesson plans frequently suggest ways of relating history to fields in the social sciences or other areas such as math and literature. A test booklet contains tests for every chapter and unit, a mid-term, and a final.

### Evaluative Comments and Suggestions

In *United States History*, accounts are straightforward. The tone is objective. Organization is clear and the book is attractive. A significant feature is the strong emphasis on skills, including thinking, which support and are supported by content. In this survey of history, coverage takes precedence over depth. An eleventh-grade survey course in United States history, even one at presumably greater depth, will seem repetitive to students who studied this textbook in the eighth grade. Many teachers will find the aids to teaching helpful. Indeed, teachers who want it can find an almost completely worked-out course of study here. Taking advantage of the supplementary instructional materials and suggested learning activities can encourage a lively, although full, set of classroom experiences.

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Data sheet by Jean Fair.

## 66. UPDATE: A HISTORY OF THE UNITED STATES SINCE 1945

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|---|---|
| **Authors:** | Daniel F. Davis and Norman Lunger |
| **Publisher:** | Scholastic |
| **Publication Date:** | 1987 |
| **Grade Level:** | 8-12 |
| **Materials and Cost:** | Text, softbound, 351 pp, $8.95; teacher's guide, softbound, 119 pp, $15.95 |
| **Subject Area:** | U.S. history |

### Overview

*Update: A History of the United States Since 1945* is a text that covers just that. The text begins in January 1945 and looks at the last months of World War II and the changing of the guard at the White House from Franklin Delano Roosevelt, who had just begun his unprecedented fourth term in office, to Harry S. Truman. It ends with a look at Reagan's second term and the tragic explosion of the space shuttle, *Challenger*, causing the death of all seven crew members, including social studies teacher Christa McAuliffe. The text is illustrated with black-and-white photographs and a few maps appropriate to the text. Each section within each chapter ends with several review questions. Each chapter concludes with a one-page "Chapter Review," which clarifies the chapter's most important point and asks the students thoughtful questions about the material they have studied in the chapter.

The teacher's guide contains discussion questions for the teacher to use while students read the text. It also contains the answers to the end-of-section and end-of-chapter review questions. Print masters are included in the resource manual as well, along with teaching tips and lesson plans.

### Required or Suggested Time

Ideally, this text is designed to cover a semester course on the postwar era. It is short enough, however, to fit into the last part of a regular, two-semester course in American history. In the postwar era elective course, students would be encouraged to examine current events in light of the events they are studying in the recent past. They would also have time to explore the social and cultural history highlighted in the text.

### Intended User Characteristics

The publisher states that this text is appropriate for average 8th- through 12th-grade students. The material is stimulating enough to encourage the upper level students to explore the subject further on their own, while it is not too difficult for 8th-graders to grasp. Key words are highlighted to enhance student understanding.

### Rationale and General Objectives

The introduction to the teacher's guide suggests that through use of *Update: A History of the United States Since 1945*, "Not only will your students learn about America's recent past on the political and social scenes, they will come to gain a better understanding of current events and how they are rooted in the past." Scholastic's promotional material bills this as a text that goes "from the Cold War to Star Wars...an exciting text that captures the spirit of our times," and that in so doing, *Update* "meets crucial issues head on." The point is stressed over and over again that students will gain a better understanding of their own times by understanding the events and flavor of the recent past.

The teacher's guide contains objectives for each chapter that cover the skills students are expected to utilize in the course of reading and reviewing the chapter. These objectives focus on the student's understanding of the written material and the different interpretations of history presented in each chapter.

### Content

The text is organized into ten chapters, nearly all designed to cover the four years of a presidential term since 1945. The exceptions are the chapters about Lyndon Johnson, who finished out the last year of John F. Kennedy's term and then was elected to his own four-year term, and Richard Nixon's second term, which was served out by Gerald R. Ford, the only appointed president. Each chapter contains three to five sections examining the various social, political, and cultural events of the term. During the Eisenhower years, for example, the students read about Richard Nixon's "Checkers" speech and about Elvis Presley. In the 1960s they explore the devasting assassinations of the Kennedys and Dr. Martin Luther King, Jr., the Vietnam War, the feminist movement, and the Beatles. Maps and photographs highlight the events and help students see what people saw in the newspapers and on television daily.

### Teaching Procedures

The teacher's guide includes several features within each chapter. First there is a brief description of the chapter for teacher review. Next, objectives are plainly stated. These include the skills the students are expected to use and/or gain over the course of reading the chapter, important information that students will gain and several key words students will be expected to know at chapter's end. In the section entitled "Getting Started," the authors have designed motivational questions and activities for teachers to present to their students to generate interest in the chapter and its material. The answers to the section and chapter review questions are included in each chapter in the guide as well. Finally, there are chapter tests at the end of the manual and each chapter contains answers to the test questions.

According to the teacher's guide, this book will generate much in-class discussion among students about the events of the recent past and their relation to current events. Questions in the guide are designed to stimulate such discussion before and after the students read the text. The text contains a variety of historical interpretations of events and then asks students to answer questions that are designed to have more than one answer. Students are encouraged to examine the different interpretations and come to their own conclusions about the past and about their own time. The teacher's guide also includes activities that students can do in and out of class to look for more information about the past. Teachers should be prepared to raid their old record and poster collections to help students see and hear the past from a participant in it. Teacher's childhood memories will also undoubtedly be tested by students, curious about the television shows that were on when TV was young.

The print masters at the end of the guide allow teachers to test students' knowledge about the material in multiple-choice, matching, and fill-in-the-blank tests. Map-reading skills are also tested.

### Evaluative Comments and Suggestions

This is an excellent text for students and teachers. The black-and-white photographs that accompany the text are poignant and bring back images to the teacher's mind that will be an asset in teaching the material to students. Coverage of social and cultural history along with political events presents a more complete picture of the past than found in larger texts that cover the material in a few short paragraphs or pages.

More geography and more global perspectives would round out this text nicely. It also needs more emphasis on skills and classroom activities than are contained in the teacher's guide. We would like to see Scholastic design their "Update" magazine to fit this text so that current events are traced to their roots in this or an earlier period to help students see the critical importance of understanding history. They are certainly on the right track with this new, exciting text!

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Data sheet by Mary Elizabeth Glade.

## 67. USA: THE UNFOLDING STORY OF AMERICA

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|---|---|
| **Authors:** | Philip L. Groisser and Sol Levine |
| **Publisher:** | Amsco |
| **Publication Date:** | 1987 |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Text, hardbound, 656 pp, $14.25; teacher's guide, softbound, 293 pp, $5.50; workbook, softbound, 294 pp, $7.35 |
| **Subject Area:** | U.S. history |

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### Overview

*USA: The Unfolding Story of America* is a new high school history text. It is organized into nine units subdivided into 87 brief lessons. Each lesson consists of five or six pages of easy-to-read text followed by (1) a paragraph summarizing the unit, (2) a set of multiple-choice questions that review the content of the unit, (3) a "skill" activity, (4) five or six essay questions. A reference unit at the end of the book contains the Declaration of Independence, the Constitution, a glossary, and an index. In addition to the table of contents, the front matter of the book contains a key to the text's "...sequential and spiraling skill development programs..." as well as a list of graphs, tables, charts, and diagrams. The text is generously illustrated with photos, maps, charts, and other graphic information. Sprinkled throughout the units are colored blocks of information that enrich the content of each unit by defining a concept or highlighting an interesting event or person. Difficult or new words are italicized and defined in the context of the paragraph in which they are used.

The student workbook is keyed to the chapter organization of the textbook. A document or reading has been selected for most chapters. For each document, the students are asked to complete a variety of exercises designed to "...give instruction and practice in a wide range of social studies skills...." An extensive teacher's guide supports the text and the student workbook. In addition to the usual unit tests, answer keys, and suggested activities, this guide also includes a "skills chart," "time line," "vocabulary," and additional resources for teachers and students.

### Required or Suggested Time

The text is designed for a yearlong American history course. The first five of the nine units cover the period from exploration to the Spanish Civil War. The last four units cover the period from 1900 to the 1980s topically – politics, economy, Americans (which seems to be a catchall unit), and foreign relations.

### Intended User Characteristics

The publisher says that the text is designed to "provide high school students with a basic knowledge and understanding of American history." A Fry analysis of individual passages indicated a reading level from 7 to 8+. The short units, liberal use of pictures, graphs, and maps combined with the italicized vocabulary aid make the text very easy to read.

### Rationale and General Objectives

The authors say that while the "...focus is on political events and leaders, ample attention is paid to economic and cultural events." They further assert that using the text will result in students' learning about the "...great themes of American history." In the introduction to the text, the authors reveal their primary concerns: "The book has been written with you, the reader, in mind. Lessons or chapters are brief and to the point. We have organized them in a logical manner, with many headings and subheadings to introduce important topics." This approach has resulted in obtaining all the advantages that one might expect from an "easy to read" and "heavily illustrated" text. The cost of such an approach is the loss of complexity and richness of detail.

### Content

The text combines a chronological approach with a topical approach to American history. The lessons are distributed among the nine units. The first five units are primarily chronological: "A New Nation" (from "Indians in America" to 1789), "The United States Government" (the development of the Constitution and lessons on how government works), "A

Growing Nation" (from the writing of the Constitution to 1850), "A Nation at War with Itself" (the Civil War and Reconstruction), "America Looks to the 20th Century" (from the end of Reconstruction to the Spanish Civil War). The last four units are organized topically: "American Politics in the 20th Century" (presidential elections and programs from 1900 to the 1980s), "The American Economy in the 20th Century" (farming, labor, growth, and the environment), "Americans in the 20th Century" (immigrants, blacks, poverty, some social and cultural developments), "America's Foreign Relations in the 20th Century" (the wars as well as U.S. relations with Latin America, Canada, U.S.S.R., and the United Nations).

### Teaching Procedures

Both the text and the workbook are expository. The exercises are self-contained and lend themselves to individual, independent work by students. The material available makes no particular demands upon the teacher. As with most textbooks, the information is presented and may be used by the teacher in a variety of ways.

The text also includes activities designed to teach a variety of social studies skills such as map skills, chronology, table reading, cartoon interpretation, dictionary skills, index reading, and others. The student workbook provides additional information from a rich supply of edited primary resources as well as exercises to help students analyze and interpret the documents.

### Evaluative Comments and Suggestions

The reading level and the organization of *USA* will make it attractive to classes of students who may not excel or feel comfortable with academic subjects. The student workbook provides the teacher with the option of enriching the text material with primary sources. The abundant visual material in the chapters provides opportunities for analysis and interpretation that will challenge students of varying abilities. The teacher's guide is a rich resource of ideas and information for teachers.

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Data sheet by James C. Schott.

## 68. WORLD HISTORY, A: LINKS ACROSS TIME AND PLACE

**Authors:** Ross E. Dunn and others

**Publisher:** McDougal, Littell

**Publication Date:** 1988

**Grade Level:** 9-12

**Materials and Cost:** Text, hardbound, 828 pp, $26.85; teacher's guide, softbound, 184 pp, $17.43; 2 activity books, softbound, 146 pp each, $35.97 each; tests, softbound, 176 pp, $35.97; teacher's resource book, 3-ring binder, $130.95

**Subject Area:** World history

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### Overview

*A World History: Links Across Time and Place* is a world history textbook organized for an academic-year course. The text includes eight units and 32 chapters; each chapter is broken into bite-sized sections for daily assignments. The authors are concerned with giving students knowledge, skills, and attitudes from world history "that will be important in life." Specific subgoals are: (1) providing a global perspective, (2) encouraging critical and creative thinking, and (3) stimulating students to value all people of the world. In addition to the textbook, a teacher's guide, activity books, and test book are available to assist teachers.

### Required or Suggested Time

The text is organized for a one-year world history course. There are eight units with four chapters in each unit. The text is arranged in a chronological format, and it is expected that the units will be presented in the existing order. With two 16-week semesters, the instructional plan breaks down into a unit every four weeks and a chapter every week. The chapters are divided into sections that are well-suited to daily assignments.

### Intended User Characteristics

The publisher indicates ninth grade and above as the intended user level for the text. A Fry reading analysis by this reviewer indicates that the text seems best suited for use with 11th- and 12th-grade students. New vocabulary is carefully introduced at the start of each chapter. The teacher's guide provides all the information needed by the teacher to teach each unit.

### Rationale and General Objectives

The goals of the world history program are to teach knowledge, skills, and attitudes that could be effectively used in real life. The purpose of the course is to teach not only knowledge of nations and cultures, but of the entire human community. The authors believe history should teach students a way of thinking about people and change in the world. It should teach them to understand the ways of other people and to promote critical and creative thinking skills by studying the varying solutions to human problems. Finally, it should teach students to respect all of the diverse people of the world. The text demonstrates how, over time, communication and trade linked the people from different civilizations around the world to form an expanding, interacting world community.

### Content

As stated earlier, the text is made up of eight units, each of which is divided into four chapters. The traditional content of world history is included, but the history of other major cultures in the world is presented in considerable detail. The first unit stresses the development of civilization in the several major early civilization centers of the world, such as Mesopotamia, Egypt, India, and China. The second unit treats the expansion of these cultural centers to dominate their areas of the world and to advance the civilizations of humankind in a multitude of ways. The major early contributors to civilization, such as Greece, Persia, Rome, India, and China, are presented. The third unit continues to develop the expansion of these cultural centers; the major contributors are again identified with their contributions. Great world movements are introduced (e.g., invaders of central Asia, Christianity, Indian empires, rise of Islam, and the rise of dynasties in China.

Unit 4 stresses the civilization of the Middle Ages. Great events that affected the major civilizations of the time (e.g., rise of the Turks, growth of European trade with East Asia, Mongol conquests, and the Black Death) are presented. The fifth unit focuses on the importance of global communication as it developed through improved technology. This unit includes European global exploration, rise of nation-states, the Renaissance in Europe, rise of the great Muslim empires, European overseas empires, and the Atlantic slave trade. Unit 6, "Revolutions and Enlightenment," introduces movements that influenced modern times; these include the rise of global capitalism, the Enlightenment in Europe, revolutions in Europe and the Americas, the industrial revolution, and the influence of the great world religions.

Unit 7 reports on the rise of the great European powers. This unit covers the impact of nationalism, imperialism, and democracy of global politics. Also, the period of the great wars – 1914 to 1945 – is examined. Finally, unit 8 examines the modern world, including the superpowers, the Cold War, new nationalism in the Third World, global economics, and the impact of the electronic age.

A special emphasis in the text is placed on geography's influence on historical events. Students are taught map skills and basic geographic concepts along with historical movements and events. The importance of climate, vegetation, and relief, along with the influence of other geographic factors on culture, is presented.

Motivating stories from primary historical sources are introduced in each chapter. Global timelines are used with each chapter, helping to develop an understanding of the interdependence of the major centers of civilization throughout world history. This deepens the student's understanding of a cause-and-effect relationship in history.

Other learning aids in the text include chapter overviews, special focus features, objectives for each chapter, and a chapter question section to promote critical thinking. Excellent maps, graphs, diagrams, tables, charts, and colored illustrations are found in each chapter.

### Teaching Procedures

The teacher's guide provides an overview of the text, a collection of outline maps for duplication, and a planning guide for the units, chapters, and sections of the text. Teaching strategies are suggested for use with each of the sections of the text; special suggestions are given for different levels of student abilities. The guide also includes an answer key for the study questions in the student text. In addition, there is a section suggesting review procedures for each unit.

Reinforcement and enrichment activity books provide many learning experiences. These are developed in detail and include such activities as crossword puzzles, timelines, charts, vocabulary tests, readings, graphs, maps, organizational exercises, and concept summaries. A complete answer key is provided for all the activities.

The test booklet includes tests for average, advanced, and basic students for all chapters and units and both semesters. While the tests are primarily objective in nature, a variety of evaluation formats – multiple choice, matching, map tests, fill-in-the-blanks, true-and-false, and short essay – are used. These instruments should be very helpful for teachers needing formative evaluation tests.

### Evaluative Comments and Suggestions

*A World History* is an excellent instructional system that provides teachers with assistance at whatever level they wish to have it. The text and accompanying materials are well-manufactured. The format is excellent, and the colored illustrations are first-rate. Basic plans for instruction are provided in the materials with thoughtful provision for teaching knowledge, skills, and attitudes. The mechanics to assist good teaching – overviews, rationales, goals, and objectives, along with evaluation instruments – are there. Many, many teaching techniques are presented for use with specific areas of content. The system is organized chronologically, but there is also much concern with the importance of geographic influences on history and with the importance of communication and trade in linking the people of the earliest civilizations into an ever-widening interacting network of cultures.

The problems with the text are few but important. The reading level is more advanced than reported by the publisher. Many teachers may find themselves in unfamiliar areas of history and geography, for the content ranges widely over world cultures. Finally, this is a very long text – 828 pages – with far more content presented than in the traditional course. Teachers will have the problem of cutting the content to their students' abilities and the available instructional time.

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Data sheet by Bob L. Taylor.

## 69. WORLD HISTORY: PERSPECTIVES ON THE PAST

| | |
|---|---|
| **Authors:** | Steven L. Jantzen, Kenneth Neill, and Larry S. Krieger |
| **Publisher:** | D.C. Heath |
| **Publication Date:** | 1988 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 850 pp, $26.50; annotated teacher's edition, hardbound, 865 pp, $34.60; teacher's resource book, 3-ring binder, 1,174 pp, $100.00; workbook, softbound, 169 pp, $6.95; teacher's edition of workbook, 169 pp, $7.95; test generator, 5 disks, $133.00; overhead transparencies, $150.00 |
| **Subject Area:** | World history |

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### Overview

*World History: Perspectives on the Past* offers a fascinating world history. The narration is clear, direct, informative, and enjoyable. The text is divided into nine units composed of 37 chapters. The chronological approach to world history begins with prehistorical cultures and then examines antiquity, the Mediterranean world, the Middle Ages, the age of empires, the development of new ideas, emergence into modern history, the age of European dominance, the early 20th century, and the modern world. The text is visually attractive with impressive print, charts, graphs, maps, illustrations, and photographs. An art program and a program for writing and research skill development are included. Additionally, the text uses primary sources with activities. In each chapter, a section called "Daily Life" gives insight into an aspect of life in the society under study.

An impressive teacher's resource book is available. This book contains practice worksheets, geography skills worksheets, outline maps, a research skills handbook, a primary source resource book, tests, a bibliography, and a teacher's lesson planner. The 336-page lesson planner provides objectives, teaching strategies, activities, and information. Other teacher resources include 96 overhead transparencies with activities and a computer test bank. The authors provide a pacing chart with recommendations for basic, average, and enriched classes. An alternative content approach chart outlines chapter sequences for the following specialized courses: Western civilization, European history, nonwestern civilization, world history to 1500, world history since 1500.

### Required or Suggested Time

*World History: Perspectives on the Past* is composed of 37 chapters that tend to be 10 to 20 pages in length. The chapters are divided into sections ranging from three to five in number. These sections and chapters are grouped into nine units. The authors have provided a pacing chart for a full-year course in world history. The chart suggests weekly reading sections and activities for the basic course and the enriched course. Additionally, the teacher's annotated edition provides a table that suggests chapter sequences for five more specialized courses. These courses are as follows: Western civilization, European history, nonwestern civilization, world history to 1500, world history since 1500.

### Intended User Characteristics

This book is designed for high school world history, Western civilization, European history, and nonwestern civilization classes. Although no special teacher training is necessary, it would be helpful for the teachers to take an inservice in order to become familiar with all of the components. The teacher's resource binder is more than 1,000 pages in length. An inservice or group meeting of potential users might assist a teacher in adapting these materials.

A computer test bank and teacher's guide are available. This requires an Apple IIe or IIc.

### Rationale and General Objectives

*World History: Perspectives on the Past* "surveys the panorama of human history from earliest times to the present." A number of outstanding features assist the authors in educating the students who use the text. "The clean, lively writing style helps students follow the action and find the 'story' in history." The text includes an art program to allow students to "gain a broader understanding of the past through visual records...." There are many primary sources with study questions. Views of daily life from various periods make history more personal. The authors believe students must develop a sense of chronology, so there is a chronological approach. They believe students "...also need to develop an awareness of geography." Therefore, there is a map study program. *World History: Perspectives on the Past* also "offers study support for writing, reading, and other social studies skills." The text includes a "Research Skills Handbook." At the end of each unit there is a research skills page. Each chapter review includes sections called "Writing and Speaking about History" and "Practicing Skills." This program works to promote an understanding and appreciation for history as well as the development and refinement of skills.

### Content

There is a tremendous amount of material in *World History: Perspectives on the Past*. It is a comprehensive human history that begins with prehistoric cultures and continues into the present. The text opens with the "Research Skills Handbook," which focuses on how historians interpret the past. This section is followed by a section on measuring time. Next, the reader finds unit 1, "The Beginnings of Civilization." This unit contains four chapters that focus on prehistoric cultures, Southwest Asia, ancient Egypt, India, and China. Unit 2 highlights the "Mediterranean World." Unit 3 examines the "Middle Ages." Unit 4, "An Age of Empires," discusses the golden ages in China and Japan, civilizations in India and Southeast Asia, Africa, and the Americas. The chronological approach continues as unit 5, "The Spread of New Ideas," studies the Renaissance exploration, the Reformation, the scientific revolution, and the Spanish empire.

Unit 6, The "Transition to Modern Times," takes the student to 16th- and 17th-century England, Europe during the age of the absolute monarchs, the era of Enlightenment, and the French Revolution. Unit 7, "The Age of European Dominance," includes five chapters as follows: "The Industrial Revolution," "Restoration, Romanticism and Revolution," "Economic Expansion and Nationalism," "The Age of Imperialism," and "The Turn of the Century." Unit 8, "Years of Crisis," covers World Wars I and II, the Russian Revolution, and issues in India, the Middle East, Latin America, and China. The final unit explores the "Modern World."

The content is expressed using art, maps, and primary sources in addition to a lively narrative. Each unit is followed by a research skills section. The eight sections focus on the following: note-taking, oral presentation, outlining, writing a historical essay, comparing and contrasting, topic selection for a research paper, gathering research materials, writing a research paper, and writing a book review.

### Teaching Procedures

This program has an abundance of information and ways to teach it. A pacing chart suggests three ways to teach the material. The chart recommends readings and activities for an average course, a basic course, and an enriched course. Each section of each chapter provides review materials. There are additional questions and activities in each chapter. The text contains primary sources, an art program, and maps with accompanying questions. There are numerous activities for skill development and refinement. The teacher's resource binder provides a wealth of materials. Included in this binder are a lesson planner with teaching strategies, practice worksheets, geography skills worksheets, outline maps, a research skills handbook, a resource book of primary sources and activities, and tests. The 336-page lesson planner includes chapter summaries, vocabulary, objectives, teaching strategies, activities, and answers to test questions. A teacher can also purchase 96 overhead transparencies with activity suggestions.

### Evaluative Comments and Suggestions

*World History: Perspectives on the Past* is a superior program, designed to provide an understanding of history. The text is interesting, informative, clear, and direct, as well as visually attractive. Diagrams, maps, charts, photographs, paintings, and other visual aids are beautifully reproduced with a rich use of color. The text includes primary sources, social history excerpts, an art program, a map skills program, and a program for skill development in writing and research. A wealth of teacher materials are available. The authors provide a pacing chart to meet student needs at three course levels: basic, average, and enriched. Although the program is expensive, the materials are fascinating, easy-to-use, and worthwhile.

Data sheet by Tina Yager.

## 70. AMERICA: THE GLORIOUS REPUBLIC

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|---|---|
| **Author:** | Henry F. Graff |
| **Publisher:** | Houghton Mifflin |
| **Publication Date:** | 1988 (rev. ed.) |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 944 pp, $23.97; teacher's annotated edition, hardbound, 1,096 pp, $26.40; teacher's manual, softbound, 268 pp, $11.67; workbook, softbound, 140 pp, $6.45; teacher's resource book, 3-ring binder, 186 pp, $67.50; tests, softbound, 92 pp, $74.40; test generator, $177.00 |
| **Subject Area:** | U.S. history |
| **Originally Reviewed:** | *Data Book*, vol. 10 (1985) |

### Overview

*America: The Glorious Republic*, despite its name, is a good U.S. history textbook. The text takes the traditional chronological approach to history, beginning with European exploration and ending with the presidential election of 1984. Color reproductions of important art works in American history, along with photographs, charts, graphs, maps, and timelines, enhance the text. Designed to "fit a variety of curricula," the textbook provides an alternative point of entry beginning in the Jeffersonian Era. The teacher's manual provides strategies, activities, and bibliographies for each chapter. The student workbook contains matching, short answer, fill-in-the-blank, and multiple-choice exercises. The resource book (black-line masters) contains objective tests and additional student worksheets, which emphasize the use of primary sources.

### Major Revisions

The text has been updated to include Ronald Reagan's second bid for president and the beginning of his second term in office. The "World Scene" feature included in the 1985 edition has been eliminated and replaced with two new features—"Geography in American History" and "Key Skills." The nine "Geography" inserts are two-page sections with a map and important geographical data on a particular region or feature of North America. Three to five review questions are included in each insert. Sample titles include "The North American Continent," "Crossing the Appalachian Barrier," "Immigrants in a New Land," "Water for Dry Lands," and "The National Parks."

The other new feature, "Key Skills," is also in a two-page format. These eight features include "Developing Skills in Thinking," "Preparing to Write a Report," "Recognizing Propaganda," "Using Historical Sources," and others. Each "Skills" section includes information about the skill and where and how it can be applied. At the end of the section, students are asked to answer questions that "Check Your Skill," and pursue projects that "Apply Your Skill."

Houghton Mifflin has also added a computer test bank, which includes two tests per chapter. The tests are multiple choice based on the maps, graphs, and written information contained in the text. Teachers can let the computer choose the questions, or they can make up their own test.

### Evaluative Comments and Suggestions

The added features of "Geography in American History" and "Key Skills" are clearly inspired by the critical literature published since this text first appeared in 1985. The features are excellent and will help students better understand the skills they need in order to function in our society, not just in school. It is most unfortunate, however, that the lost feature, "World Scene," had to be cut to include them. While understanding of geography and skill development are very important, so is a global perspective. That feature is sorely missed in this new addition. The test bank computer software is designed to save teachers time, and it will do that. When the publisher designs questions that test the skills they've so carefully outlined, we'll be elated!

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Original data sheet by Kay K. Cook; update by Mary E. Glade.

## 71. AMERICAN CIVICS

| | |
|---|---|
| **Authors:** | William H. Hartley and William S. Vincent |
| **Publisher:** | Harcourt Brace Jovanovich |
| **Publication Date:** | 1987 (5th ed.) |
| **Grade Level:** | 7-9 |
| **Materials and Cost:** | Text, hardbound, 608 pp, $19.50; teacher's guide, softbound, 499 pp, $48.00; workbook, softbound, 137 pp, $4.95; teacher's edition of workbook, softbound, 137 pp, $9.00; tests, softbound, 61 pp, $3.15 |
| **Subject Area:** | Citizenship education, civics, U.S. government |
| **Originally Reviewed:** | *Data Book*, vol. 9 (1984) |

### Overview

According to the authors, the primary goal of *American Civics* is "to present basic information young citizens need for an understanding of their government–how it operates and their relationship to it." Furthermore, the text is designed "to inform students, to provoke their interest and concern, and to motivate them to take an active role in our democratic society."

The text is organized into eight units–"Citizenship in Our Democracy," "The Federal Government," "State and Local Government," "The Citizen in American Government," "Citizenship: Home, School, Community," "The American Economy," "America in Today's World," and "Meeting the Challenges of the Future." Various content and skill features are used to motivate student interest and develop social studies and citizenship skills.

The teacher's guide provides an extensive introduction to the program, as well as chapter-by-chapter instructions for teaching the material, and masters for numerous worksheets, chapter tests, and unit tests.

The text is suitable for use with junior high students of varying abilities and can be used in either yearlong or semester courses.

### Major Revisions

Two new features have been added to the student text. One is a 15-page photo essay on the Constitution, which now opens the text. The other is a section of documents added to the end matter; included are such works as the Mayflower Compact, Patrick Henry's speech before the Virginia Convention, the Seneca Falls Declaration, and the Voting Rights Act of 1965. The narrative of the text is virtually unchanged, with only such minor changes as adding Martin Luther King's birthday to a discussion of national holidays. A few photographs have been changed, but most of the illustrations remain the same as in the 1983 edition.

The teacher's guide now contains the masters for all the tests provided in the separate test book and masters for the worksheets in the workbook; thus, for districts that are able to copy such materials but have difficulty buying consumables, a one-time purchase of the teacher's manual will suffice.

### Evaluative Comments and Suggestions

Civics teachers concerned with development of citizenship and social studies skills should be pleased with *American Civics*, since both are stressed. They will also find the comprehensive teacher's guide a very useful aid in planning for instruction. The worksheets and tests cover both content and skill, although at a rather low level. The teaching suggestions in the teacher's guide are varied, however, so teachers have a range of activities from which to choose.

Since the 1983 edition of the text was a major revision, one would expect the changes in this edition to be modest. One might, however, have wished for more extensive updating of the visuals in the text, since some are rather dated. Students are likely to be scornful, for example, of a father wearing plaid polyester pants and young people with large Afro hair styles.

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Original data sheet and update by Laurel R. Singleton.

## 72. AMERICAN GOVERNMENT: PRINCIPLES AND PRACTICES

**Authors:** Mary Jane Turner, Kenneth Switzer, and Charlotte Redden

**Publisher:** Merrill

**Publication Date:** 1987 (rev. ed.)

**Grade Level:** 10-12

**Materials and Cost:** Text, hardbound, 864 pp, $26.40; teacher's annotated edition, hardbound, 1,153 pp, $36.30; teacher's resource book, 3-ring binder, $98.10; workbook, softbound, $5.76; teacher's edition of workbook, softbound, $7.20; overhead transparencies, $33.30; test generator, $99.00; annual update, $5.97

**Subject Area:** U.S. government

**Originally Reviewed:** *Data Book*, vol. 8 (1983)

### Overview

*American Government: Principles and Practices* is a one-year program for senior high school students; various models for using the text in courses of shorter duration are also provided. The text is well-written and includes a number of features of interest to students, including numerous political cartoons, case studies, and biographies of government figures. In addition to providing a sound content treatment, the text places heavy emphasis on student skill development. The associated teacher materials will assist the teacher in presenting a lively course and in evaluating student learning. An annual supplement is available to update content and issues.

### Major Revisions

A new unit has been added to the eight units in the first edition (they covered foundations of government, political life, state and local government, the three branches of the federal government, and the U.S. in the international system). The new unit provides a detailed look at the American system of justice, with chapters covering the nature of law and the courts, the Bill of Rights, and due process and equal protection. Since the primary author of the text is a leader in the field of law-related education, the addition of this chapter allows the publisher to take advantage of her special expertise. Although the other units have not been changed substantially, they do include updated information and new photographs and other illustrations.

The teacher's material has been repackaged and expanded. The material previously provided in a paperbound teacher's guide has been incorporated into a hardbound teacher's annotated edition. In addition, the teacher resource book is a new component; it provides additional citizenship activities (e.g., instructions for working in a large group to practice cooperating), readings and related questions, descriptions of 50 Supreme Court cases with excerpts from the decisions and related questions for students, outline maps, transparency masters, and tests. A color transparency package is also available.

### Evaluative Comments and Suggestions

*American Government: Principles and Practices* is a well-written, well-organized text program that should appeal to both students and teachers of one-year or semester American government courses. This updated version focuses on the most current events and issues, contains recent photographs and cartoons, and profiles contemporary government figures. Great attention has been paid to creating a course that promotes critical thinking and citizenship skills. The lesson plans, teaching suggestions, and ancillary materials provide variety and maintain interest.

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Original data sheet by James E. Davis; update by Molly Gardner.

## 73. CIVICS: GOVERNMENT AND CITIZENSHIP

**Authors:** Jack R. Fraenkel and Frank T. Kane

**Publisher:** Allyn and Bacon

**Publication Date:** 1986 (rev. ed.)

**Grade Level:** 9

**Materials and Cost:** Text, hardbound, 564 pp, $21.47; teacher's guide, softbound, 258 pp, $51.75

**Subject Area:** Civics, U.S. government

**Originally Reviewed:** *Data Book*, vol. 8 (1983)

### Overview

*Civics: Government and Citizenship* examines traditional civics topics but includes an exemplary skill-development component and gives careful attention to knowledge and attitude objectives. The text is suitable for use in yearlong government or civics courses that include ninth-grade students of varying ability levels. The program includes a teacher's guide with detailed lesson plans suggesting a wide range of teaching strategies. The guide presents black-line masters for chapter tests and reproducible student worksheets focusing on the development of a variety of skills; the tests and worksheets are also available separately.

### Major Revisions

The content of the student text is not substantially changed in this new edition, although information has been updated, recent photographs have been added, and current events are discussed. The basic teaching information in the teacher's guide is also largely the same as it was in the 1983 edition; however, black-line masters for the chapter tests and student worksheets have been appended to the guide, providing more flexibility for teachers and districts who do not budget for consumables.

### Evaluative Comments and Suggestions

The systematic attention to skill development, precise objectives, detailed lesson plans, variety of instructional activities, and general high quality of this text make it a strong contender for any ninth-grade civics class.

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Original data sheet by G. Dale Greenawald; update by Molly Gardner.

## 74. ECONOMICS: PRINCIPLES AND PRACTICES

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|---|---|
| **Authors:** | Gary E. Clayton and James E. Brown |
| **Publisher:** | Merrill |
| **Publication Date:** | 1988 (5th ed.) |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 640 pp, $25.20; teacher's annotated edition, hardbound, 925 pp, $33.48; teacher resource book, 3-ring binder, $72.00; workbook, softbound, $6.45; teacher's edition of workbook, softbound, $7.86; overhead transparencies, $33.30; enrichment/remediation software, $29.85; test generator, $69.99, annual update, price not set |
| **Subject Area:** | Economics |
| **Originally Reviewed:** | *Data Book*, vol. 9 (1984) |

### Overview

This most recent edition of *Economics: Principles and Practices* is an attractive treatment of economics as a social science. The text's purpose is to foster in students a sense of economic efficacy. It is claimed that through studying economics students become better decision-makers and thus better citizens. The entire text can be taught in a school year; the authors also present alternative half-year plans—one focusing on fundamental and microeconomic concepts, the other on fundamental, macroeconomic, and international economic concepts. The varied teaching procedures suggested should enable a teacher to make the course exciting for students. Ancillary materials give students opportunities to apply and extend what they have read. Annual updates ensure that the content is current.

### Major Revisions

Several significant changes have been made in this edition of the text. For instance, the student text now includes a new feature on using economic data, a life skills (budgeting, buying insurance, etc.) section, and an atlas of economic information. A list of objectives now opens each chapter. All of these changes should facilitate or enhance student learning.

The support materials have been expanded as well. The teacher resource book, transparencies, and software package provide more options for reinforcing content from the text. In place of the teacher's guide, an annotated teacher's edition is now provided. This resource includes greatly expanded lesson plans, with vocabulary lists and activities keyed to specific instructional objectives.

### Evaluative Comments and Suggestions

*Economics: Principles and Practices* is recognized as one of the more popular and widely used high school economics texts. The publisher is to be commended for continuing to improve the text with each new edition, a rarity today, when most revisions are little more than cosmetic. The text is attractive, with excellent use of four-color maps, charts, and graphs. While the content is both sound and comprehensive, it may be somewhat difficult for high school students who have weak reading and computational skills.

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Original data sheet by James E. Davis; update by Laurel R. Singleton.

## 75. FREE ENTERPRISE – THE AMERICAN ECONOMIC SYSTEM

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|---|---|
| **Authors:** | Robert F. Smith, Michael W. Watts, and Vivian D. Hogan |
| **Publisher:** | Glencoe |
| **Publication Date:** | 1987 (rev. ed.) |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 320 pp, $9.00; teacher's edition, hardbound, 416 pp, $11.22; teacher's resource book, 3-ring binder, 232 pp, $28.14 |
| **Subject Area:** | Economics |
| **Originally Reviewed:** | *Data Book*, vol. 7 (1982) |

### Overview

*Free Enterprise – The American Economic System* is designed for use in a one-semester senior high school economics course, but each of its four units can stand alone as a mini-course. The text focuses on the American economic system through its presentation of basic economic terms, concepts, issues, and processes. By simultaneously presenting students with social studies skill development activities and special features designed to relate the study of economics to real life, the authors hope to involve students directly in the economic process. The authors' overall goals are to help students "understand the structure and operations of the American economy" and "recognize and appreciate the American economy as a system in which the individual is the major decision maker and owner of property."

The teacher's edition offers suggestions for teaching strategies, classroom discussion, learning activities, and supplementary reading. The teacher's binder includes transparencies, tests, worksheets, and supplementary readings.

### Major Revisions

Changes to the student text are all but nonexistent – a new cover, updating of statistical data, and occasional new pictures.

What was formerly the teacher's guide is now bound into the back of the teacher's edition, which is modestly annotated. A section on using microcomputers in economics classes has been added to the teacher's edition material.

The teacher's binder is a new component of the program. The binder provides ten overhead transparencies, duplicating the skill development pages in the student text. For each chapter, the binder also provides one fact/concept review activity, one reteaching activity, one enrichment activity, two or three supplemental readings, and a 32-item test. Unit tests are also provided; they are modestly revised versions of the tests that formerly appeared in the teacher's manual.

### Evaluative Comments and Suggestions

*Free Enterprise* is a well-written basic economics textbook that is logically organized and informative. Given its focus on the American economic system, it presents a good foundation for further study of the economic situation today. The suggested activities, including those in the new resource binder, are traditional in approach.

It should be noted that because the changes to the student text are so modest and the teacher's resource binder duplicates (as transparencies) the graphs from the text's skill development pages, where most of the statistical updating took place, a teacher with the 1981 copyright text could get most of the revisions simply by buying the binder.

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Original data sheet by Carol H. Krismann; update by Laurel R. Singleton.

## 76. GOVERNMENT IN THE UNITED STATES

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|---|---|
| **Authors:** | Richard C. Remy, Larry Elowitz, and William Berlin |
| **Publisher:** | Glencoe |
| **Publication Date:** | 1987 (rev. ed.) |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Text, hardbound, 864 pp, $24.63; teacher's annotated edition, hardbound, 1,010 pp, $23.94; teacher's resource book, 3-ring binder, $141.12; overhead transparencies, $67.20; test generator, $175.86 |
| **Subject Area:** | U.S. government |
| **Originally Reviewed:** | *Data Book*, vol. 10 (1985) |

### Overview

*Government in the United States* offers a full range of content, including information about the foundations of democracy; national, state, and local levels of government; civil liberties; and comparative government and economic systems. Two kinds of skills – government and citizenship – are featured throughout the text, allowing students to learn such things as reading and understanding statistical graphs and charts, analyzing propaganda, serving on a jury, and registering to vote.

The teacher's annotated edition provides detailed daily lesson plans. The binder includes skill activities, worksheets, and tests for every chapter on black-line masters. Overhead transparencies and a test generator package are also available.

### Major Revisions

The body of the text is virtually unchanged from the previous edition, but a great deal of material has been added to the reference section at the end of the text. First, a primary or secondary source has been added for every section of the text – 107 brief excerpts in all. These include material from such documents as Reagan's 1980 acceptance of the Republican presidential nomination, *The Federalist*, congressional testimony by Hubert Humphrey regarding how the electoral college affected his campaign strategy, and David Halberstam's analysis of how Walter Cronkite's changing views of Vietnam influenced Americans, including President Johnson. In addition to these excerpts, the reference section now includes excerpts from 15 "Documents of Freedom," such as the Mayflower Compact, Seneca Falls Declaration, Lincoln's Second Inaugural Address, the Pledge of Allegiance, and Dr. Martin Luther King, Jr.'s Nobel Peace Prize address. Finally, the annotated copy of the Constitution is now introduced by a 23-page essay that deals with the development of the Constitution and constitutional principles over time.

The teacher material has been repackaged and expanded. The lesson plans previously provided in the softbound teacher's manual have been bound into the front of the teacher's annotated edition. Detailed strategies for using the source material provided in the student text have been added to the lesson plans; teachers should find the background information provided with the strategies very helpful in presenting the material. The one-page annotations in the teacher's edition are modest.

The teacher's binder, a new component, includes the skill activity worksheets and tests previously bound into the teacher's manual, along with a number of new worksheets designed to stimulate student interest and develop chart and graph skills. Transparencies and a test generator not previously available are also part of the 1987 package.

### Evaluative Comments and Suggestions

*Government in the United States* is a traditional American government text. It is factually sound, up to date, and complete. Although more attention is paid to the structure of government, there are excellent sections on political behavior. Students are required to learn about and apply some very important government and citizenship skills.

The source material added to the text is a valuable resource. Ample support regarding its use is provided

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Original data sheet by Mary Jane Turner; update by Laurel R. Singleton.

## 77. HEATH WORLD GEOGRAPHY

| | |
|---|---|
| **Author:** | Charles F. Gritzner |
| **Publisher:** | D.C. Heath |
| **Publication Date:** | 1989 (rev. ed.) |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Text, hardbound, 528 pp, $24.95; teacher's annotated edition, hardbound, 585 pp, $30.50; teacher's resource book, 3-ring binder, hardbound, $70.00; student atlas, softbound, 121 pp, $5.95; atlas transparencies, $99.00 |
| **Subject Area:** | World geography |
| **Originally Reviewed:** | *Data Book*, vols. 5 (1980) and 9 (1984) |

### Overview

*Heath World Geography* is designed for either year or half-year courses at the secondary level. The text aims to help students "learn to use geographer's tools [and] look at the world from at least three different points of view...from space, from the air, and from the ground." Following an introduction to maps and globes, the text's first unit introduces the earth's physical features and the relationship between these. Unit 2 looks at culture and the relationship between people and their environment through historical and contemporary examples. The last, most extensive unit applies the concepts introduced previously to the study of 12 regions. Special features include map skill workshops, chapter reviews, career features, and "spotlights" on geographic issues.

### Major Revisions

The 1989 edition of *Heath World Geography* is a substantial revision. This edition has retained the same basic format as the previous edition, but with considerable rewriting, reorganization, and enhancement. The student text reflects the publisher's efforts to emphasize geographic skill development. An introductory section on map and globe skills has replaced a more generic introduction to geographic study. Map workshops are included in each chapter and an expanded "geography laboratory" concludes each chapter. While the first of the text's three units remains substantially the same, unit 2 has been completely revised and unit 3 revised and expanded. Throughout the text, chapter check-up and summary activities have been revised.

Unit 2, "The View from the Air," contains one new and extensive chapter focusing on "Human Imprints of the Past." This chapter introduces the concept of culture and elaborates this concept in its historical context through subsections on early technologies, fields and cities, the age of trade and expansion, and the industrial revolution. The second chapter in unit 2 considers culture in the modern world. Concepts of population, political patterns, land use, and international interdependence are introduced.

In unit 3, "The View from the Ground," eight chapters from the previous edition have been expanded to 12 chapters so that each region is dealt with in more detail. For example, northern North America is treated as two chapters on the United States and Canada. Each chapter in unit 3 contains introductory sections on the "Physical Environment" and "Human Imprint" as well as sections on each of the geographic areas of the nation or region under consideration.

The 1989 edition of *Heath World Geography* boasts a teacher's resource binder that contains several program pieces also available individually. Completely new to this edition are the four-color atlas transparencies.

### Evaluative Comments and Suggestions

*Heath World Geography* is an easy-to-read, comprehensive, and varied geography text. Use of numerous color maps, photographs, and cartoons is an attractive feature. Enhanced attention to geography concepts and skill development as well as the more detailed coverage of each of the world's geographic regions are attractive revisions. The treatment of cultural geography in its historical context is a rare and well-placed feature.

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Original data sheet by Judith E. Hedstrom; update by Lynn Parisi.

## 78. HISTORY OF THE UNITED STATES SINCE 1861, A

| | |
|---|---|
| **Authors:** | Daniel J. Boorstin and Brooks Mather Kelley |
| **Publisher:** | Prentice Hall |
| **Publication Date:** | 1986 (rev. ed.) |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Text, hardbound, 752 pp, $24.55; teacher's resource book, 3-ring binder, 496 pp, $109.97 |
| **Subject Area:** | U.S. history |
| **Originally Reviewed:** | *Data Book*, vols. 6 (1981), 10 (1985), and 12 (1987) |

### Overview

*A History of the United States Since 1861* provides comprehensive, up-to-date coverage of events in U.S. history for students at the secondary level. Providing ample material for a yearlong course, the text focuses most heavily on a chronological presentation of political and military history, but also examines economic, social, and cultural developments. This text is the second half of Boorstin and Kelley's survey text, expanded with a collection of primary source documents. The lesson plans in the teacher's resource book, along with the chapter review material provided with each of the student text's 24 chapters, provide a wide range of activities in which students can become involved.

### Major Revisions

This text is the last eight units of the authors' *A History of the United States*, expanded with a brief introduction recapping U.S. history to 1861 and a selection of 66 primary documents. These include such items as the Emancipation Proclamation, letters from the frontier, a speech by W.E.B. DuBois, Wilson's Fourteen Points, *Brown v. Board of Education*, Faulkner's Nobel Prize acceptance speech, the House Judiciary Committee's recommendation to impeach Nixon, and a news article on the first space shuttle flight. Suggestions for using these documents in the classroom are the only addition to the portions of the teacher's resource book that accompany the units comprising this text.

### Evaluative Comments and Suggestions

*A History of the United States Since 1861* provides comprehensive, up-to-date coverage of U.S. history suitable for any teacher using the traditional approach of focusing most heavily on political and military history. Both the teacher's guide and the student text provide many suggestions that will help the teacher convey the subject matter in a way that should interest and motivate students.

It is interesting to note that the publisher has to date resisted putting the first half of another author's junior high U.S. history text in tandem with this volume as a grade 8-11 set. The approach taken here seems a more forthright marketing strategy.

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Original data sheet and update by Laurel R. Singleton.

## 79. LEGACY OF FREEDOM

| | |
|---|---|
| **Authors:** | Glenn M. Linden, Dean C. Brink, and Richard H. Huntington |
| **Publisher:** | Glencoe |
| **Publication Date:** | 1986 (rev. ed.) |
| **Grade Level:** | 11-12 |
| **Materials and Cost:** | 2 texts, hardbound, 608 and 768 pp, $22.65 and $23.55; teacher's annotated editions, hardbound, 712 and 904 pp, $27.84 and $29.91; teacher's resource books, 3-ring binder, $35.31 and $41.73 |
| **Subject Area:** | U.S. history |
| **Originally Reviewed:** | *Data Book*, vols. 6 (1981) and 11 (1987) |

### Overview

*Legacy of Freedom* is a high school text providing a chronological approach to U.S. history. It is a two-volume set, divided at the Civil War, as are many courses. The teacher's guide in a looseleaf notebook form provides basic instructional strategies as well as statements of purpose and theme for each chapter. It also includes classroom activities and extra student readings that will enhance the text. The use of editorial cartoons is exceptional. Extensive use of seldom-seen photographs and art images provides a new look that teachers will appreciate. A variety of thematic maps also help students grasp the meaning of the text. A section of the teacher's guide lists suggestions for computer software and suppliers.

### Major Revisions

The two-volume edition of *Legacy* was published at the same time as the one-volume edition reviewed fully in the 1987 *Data Book*. The larger format allowed the authors to cover some material more thoroughly and to add more material than they were able to in the one-volume format. Additional chapters before the Civil War include "The Geographical Setting," "The Influence of European Culture," "An American Colonial Culture Emerges," and "Constitutional Analysis." One chapter from the one-volume *Legacy*, "Reform, Sectionalism, and the New American Culture," is made into two chapters in this version. They are "Different Societies in the North and in the South," and "A New American Culture." There is more content also in the new chapters. In Volume 2, which covers the period from the Civil War to the present, there is a brief review chapter entitled "Our American Nation," and then several new chapters, including "The American Way of Life," "America Becomes a World Power," "Postwar [WW II] Culture and Society," "Technology and the Environment," and "American Society in Transition." Of course, because the books were published in the same year, their chronological coverage is the same.

### Evaluative Comments and Suggestions

This two-volume text deserves the same high accolades heaped on the single volume. It is a solid, well-planned American history text. There are more illustrations and more maps to enhance the students' total understanding of the periods they study. The selection of readings and documents in the resource guide provides teachers with an excellent source of primary materials for projects and papers. Annotations in the teacher's edition suggesting when these readings and activities in the binder might best be used would aid teachers in more fully using these materials. Best use of this text might require some innovative learning activity-designing on the part of the teacher. The added text is ideal for those teachers who present two years of U.S. history at this level.

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Original data sheet by Robert D. LaRue; update by Mary E. Glade.

## 80. MAGRUDER'S AMERICAN GOVERNMENT

| | |
|---|---|
| **Author:** | William A. McClenaghan |
| **Publisher:** | Allyn and Bacon |
| **Publication Date:** | 1987 (rev. ed.) |
| **Grade Level:** | 11-12 |
| **Materials and Cost:** | Text, hardbound, 814 pp, $26.87; teacher's annotated edition, hardbound, 1,038 pp, $34.15; teacher's resource book, 3-ring binder, $120.97; test generator, $124.97 |
| **Subject Area:** | U.S. government |
| **Originally Reviewed:** | *Data Book*, vols. 6 (1981) and 10 (1985) |

### Overview

*Magruder's American Government*, now in its 70th year of print, has continued to revise its program yearly to reflect contemporary teaching philosophies and update its content. This edition includes many suggestions for the development of critical-thinking skills and experiential learning and incorporates different learning styles into the lesson plans. Three separate course outlines, each with a specific focus, are provided for use in a semester course; a full-year course pacing chart is also included. The student text is augmented by an extensively annotated teacher's edition and a teacher's resource book of easily reproduced worksheets, tests, simulations, supplemental material, and transparencies. A test bank and a computer software testing program are also available. Care has been taken to make the text timely for greater student interest and motivation; photographs depict current events and multiethnic populations and case studies are given that deal with real issues and call for the formulation of opinions.

### Major Revisions

The 1987 edition of *Magruder's* is a major revision, not just an annual update. It includes an all-new unit on "Politics and Economics: A World Perspective," which looks at the governments of Great Britain, France, Japan, and the Soviet Union in one chapter and compares capitalism, socialism, and communism in the book's final chapter. The text also includes two new features in each chapter: "Focus On" provides more in-depth discussion of topics of interest to students (state lotteries) while "Building Government Skills" helps students develop some rather traditional skills (decision making) and others that are rather unique (volunteering, serving on a jury). With the increased focus on skills, the unit reviews now include skill applications, as well as the vocabulary development, factual recall, discussion, and research activities previously included.

The book has also been redesigned, with numerous new illustrations and the use of four colors throughout. In addition, chapters have been broken into numbered sections with advance organizers presented for each. This change should make the text—which, unlike most secondary texts, is heavily footnoted—easier to read.

Finally, the teacher's material has been expanded and reformatted; an annotated teacher's guide, three-ring binder with reproducibles, transparency masters, and test bank are now available. The resource book presents a Senate debate simulation and a mock trial—reflecting at least initial steps toward a new emphasis on activity-oriented instruction, rather than just the traditional reading and discussion.

### Evaluative Comments and Suggestions

*Magruder's American Government* provides a comprehensive package of materials for a high school government course, from the lively student text to its fairly massive teacher's resource book. Students are likely to be motivated by the text's use of cartoons, current photographs, and timely issues; each chapter's "Focus On" section is specifically geared toward involving the student personally. Teachers will welcome the well-organized, extensive supplemental selections that allow for considerable flexibility in teaching the course.

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Original data sheet by Mary Jane Turner; update by Molly Gardner.

## 81. OUR ECONOMY: HOW IT WORKS

| | |
|---|---|
| **Authors:** | Elmer U. Clawson |
| **Publisher:** | Addison-Wesley |
| **Publication Date:** | 1988 (3rd ed.) |
| **Grade Level:** | 7-10 |
| **Materials and Cost:** | Text, hardbound, 390 pp, $14.76; teacher's guide, softbound, 318 pp, $9.00; workbook, softbound, 109 pp, $5.70; teacher's edition of workbook, softbound, 112 pp, $6.24 |
| **Subject Area:** | Economics |
| **Originally Reviewed:** | *Data Book*, vols. 5 (1980) and 10 (1985) |

### Overview

A one-semester economics textbook aimed at junior high students, *Our Economy: How It Works* is designed to demystify economics by interesting students in the economic world in which they live and clarifying their role in that world. To accomplish this goal, the text takes an episode or case study approach, with each study focusing on a particular product or service. Products or services have been chosen for study not only because they illustrate important economic concepts but also because they are products common to students—for example, jeans, paper, bread. Many student involvement activities are built into the student text.

Accompanying the student text is a comprehensive teacher's guide designed to make junior high teachers feel competent and comfortable about teaching economics.

*Our Economy* was developed at the Center for the Development of Economics Education, University of the Pacific, Stockton, California, with support from the Foundation for Teaching Economics and was extensively field tested before publication. The guide provides detailed instructional strategy suggestions. The workbook, which has not been updated since it appeared in 1983, provides additional activities, many of which are action-oriented rather than typical workbook fare.

### Major Revisions

The most significant revision in this edition of the text is the introduction and definition of approximately twice as many economic concepts as in the previous edition. The concepts are introduced within the same eight chapters, however, so the structure of the text remains unchanged, except for the addition of an introductory chapter that sets a context for the material that follows. Individual and collective decision making is emphasized in this introduction.

Other changes are relatively minor but are designed to enhance learning. Narrative paragraphs explaining the purpose of each chapter have been added to the table of contents; a chapter overview is now featured on the first page of each chapter. Important terms appear in bold type rather than italics as in the previous edition; this technique makes them stand out more prominently on the page, a design feature that supports this edition's greater emphasis on economic concepts.

### Evaluative Comments and Suggestions

*Our Economy: How It Works* was pilot tested during the development stage (1976-1979) and field tested after publication (1980-1987). Results of pre/posttests, which indicate statistically significant gains in cognitive economic understanding, are published in the teacher's guide. The text is flexible enough to be integrated into civics, government, U.S. history, geography, business, career education, or home economics courses. The case study approach, many student involvement activities, and grade 8 reading level make the text suitable for all students, including those not generally motivated to study economics.

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Original data sheet by Sharryl Hawke; update by Laurel R. Singleton.

## 82. SOCIOLOGY: THE SEARCH FOR SOCIAL PATTERNS

| | |
|---|---|
| **Authors:** | Ira Peck and Larry S. Krieger |
| **Publisher:** | Scholastic |
| **Publication Date:** | 1989 (rev. ed.) |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Text, hardbound, 480 pp, $21.95; teacher's manual, softbound, 240 pp, $45.95; teacher's resource book, 3-ring binder, $69.95 |
| **Subject Area:** | Sociology |
| **Originally Reviewed:** | *Data Book*, vol. 6 (1981) |

### Overview

*Sociology: The Search for Social Patterns* is a basal sociology textbook designed to "demonstrate how sociologists work...and show students how sociology can be a tool for understanding their own lives." The text's 15 chapters are divided into two parts. The first part explains the basic concepts and interests (culture, socialization, social stratification, collective behavior, etc.) of the discipline of sociology, while the second analyzes five social problems: crime, aging, environment, cities and suburbs, and terrorism. Each chapter contains numerous photographs, charts, and graphs, as well as "real-life" examples illustrating sociological concepts. Questions and activities in each chapter progress in difficulty from recall to application and analysis. A glossary of sociological terms ends the book.

The teacher's manual that accompanies the text provides a chapter-by-chapter guide for teaching, as well as 80 masters for chapter tests and handouts. While the teaching strategies most commonly suggested in the teacher's resource manual are reading, discussion, and use of worksheets, activities described in the student text are more varied. A great deal of background information for teachers is provided in the manual. A new binder includes additional teaching suggestions.

The text can be used in both semester and year-long sociology courses. The reading level makes it suitable for nearly all high school students.

### Major Revisions

The table of contents for this text parallels that of the earlier edition. A few new charts have been added, statistical information has been updated, photos have been replaced, lists of suggested readings have been revised, and examples used to illustrate various points have been updated. For example, the introduction to the chapter on culture now focuses on the Yanomamos rather than the Tasaday; in the same chapter, a report on the effects of television has been updated. A new section on Asian-Americans has been added to the chapter on ethnic groups, and the chapter on the environment now gives more emphasis to hazardous wastes and nuclear accidents (Chernobyl is discussed in some detail). New examples—including a brief mention of the attempt to trade arms for hostages—are also used in the chapter on terrorism. In addition, each chapter has a new "Searching for Social Patterns" feature describing the work of a sociologist.

A teacher's resource binder has been added to the program. It includes the teacher's manual plus numerous activity sheets, tests, and ideas for teaching sociology with art.

### Evaluative Comments and Suggestions

The "real-life" excerpts that amplify chapter topics in *Sociology: The Search for Social Patterns* contribute to making sociological concepts concrete for high school students. The examination of social problems also helps make the text more than a survey of sociological concepts. The reading level is also accessible to most high school students.

Some topics having significant effects on culture and social change in the 1980s are not mentioned; most notable among these are AIDS, the feminization of poverty (with the attendant problem of children living in poverty), and the resurgence of fundamentalism. Some mention of these and similar topics would have been appropriate.

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Original data sheet by Kay K. Cook; update by Laurel R. Singleton.

## 83. STUDY OF ECONOMICS, THE: PRINCIPLES, CONCEPTS, AND APPLICATIONS

**Author:** Turley Mings

**Publisher:** Dushkin

**Publication Date:** 1987 (3rd ed.)

**Grade Level:** 10-12

**Materials and Cost:** Text, hardbound, 544 pp, $17.56; teacher's guide, softbound, 169 pp, $5.36; workbook, softbound, 285 pp, $5.56; test booklet, softbound, 132 pp, $7.96

**Subject Area:** Economics

**Originally Reviewed:** *Data Book*, vol. 9 (1984)

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### Overview

*The Study of Economics: Principles, Concepts, and Applications* is designed for use in a one- or two-term course at the secondary level. The author's overall goal is to provide "a clear and concrete presentation of material...to make the subject of economics understandable and interesting while at the same time covering the range of intellectual tools that can be useful to a layperson." The text employs a building-block presentation of basic economic principles and theories, with units on the foundations of economics, microeconomics, macroeconomics, and world economics.

The author emphasizes the need for active participation by students, suggesting that class time be equally divided between lecturing, class discussion, and small-group work. A teacher's guide, workbook, and student tests accompany the program.

### Major Revisions

Several significant changes have been made in this edition. What one notices first is that the previously two-color text is now four-color throughout; virtually all the graphics are new. More than half of the case studies introducing the 18 chapters are new, as are many of the case studies within the chapters. Such current topics as famine, nuclear accidents, and the farm crisis are now examined. Data has been updated, and the narrative has been modestly revised, although the organization of information remains the same. The chapter-ending bibliographies have been updated and are now annotated. A new appendix on "Understanding Charts and Graphs" has been added.

The chapter outlines in the workbook now include schematics of each chapter section. These schematics are also reproduced in the teacher's guide and are available as transparencies. The exercises provided in the workbook are somewhat more varied than in the previous edition and the case applications have been updated. The workbook also has a more "open" and easy-to-read format.

The main changes in the teacher's guide are the inclusion of the schematics and references to how the video series *Economics USA* can supplement the text. The test booklet now includes approximately 95 items for each chapter, rather than the 20-30 in the previous edition. The test items are also available as a computer-generated testbank.

### Evaluative Comments and Suggestions

*The Study of Economics: Principles, Concepts, and Applications* is a logically organized, well-written text offering a building block presentation of concepts. The author has carefully thought through the content structure of the text, student objectives, and case application approach. Workbook exercises help to reinforce the text material.

While the reading level is rather high, as is the concept load, the use of "real-life" cases and humor should help encourage students to make the effort required to understand the material. The move to four colors and the increased use of white space in the workbook should motivate students.

The teacher's guide is clearly written and provides teachers with a great deal of information. While the use of case studies is a strong point, some teachers might have appreciated the addition of more varied methods of instruction. A timetable would also have been helpful.

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Original data sheet by Sydney J. Meredith; update by Laurel R. Singleton.

## 84. WORLD GEOGRAPHY

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|---|---|
| **Authors:** | Robert A. Harper and Joseph P. Stoltman |
| **Publisher:** | Scholastic |
| **Publication Date:** | 1988 (rev. ed.) |
| **Grade Level:** | 7-10 |
| **Materials and Cost:** | Text, hardbound, 607 pp, $23.95; teacher's annotated edition, 758 pp, $32.50; teacher's resource book, 3-ring binder, $159.95; print masters, $25.50 |
| **Subject Area:** | World geography |
| **Originally Reviewed:** | *Data Book*, vol. 9 (1984) |

### Overview

The interrelationship of physical, cultural, and economic geography is the focus of this text appropriate for students in grades 7-10. The text's first and last units focus on the world as a whole, with unit 1 introducing basic geographic concepts and unit 10 looking at current global issues. The eight remaining units focus on world regions. A unique feature in each unit presents works of music, literature, and art related to geography. Geographic skills are emphasized throughout the text. A reference section features an atlas of eight full-color maps of the world and the continents. The student text is accompanied by a teacher's annotated edition, a teacher's resource binder, and black-line masters for chapter tests.

### Major Revisions

The 1988 edition of *World Geography* represents an exact reprinting by Scholastic of the 1984 Steck-Vaughn program of the same name. The only revisions are in the packaging of the program components. The softcover teaching guide of the Steck-Vaughn publication has been incorporated as the front matter of the Scholastic teacher's annotated edition.

A teacher's resource binder is new to the 1988 program. The binder contains a one-page introduction to the program, a copy of the print masters booklet, a booklet of full-color world map transparencies and accompanying lessons, and a section of outline maps. The world map transparencies, the only substantive addition to the program, are part of the *Scholastic Social Studies Skills* program, designed to "introduce basic skills with relatively simple materials." The booklet contains 12 complete lessons, with lesson outlines, worksheets, and overhead transparencies. Lessons address the development of such map skills as reading latitude and longitude, making maps, using and comparing scale, reading theme maps, and comparing map projections. Although developed independently of the *World Geography* program, the world maps booklet in the teacher's resource binder contains a special section to guide teachers in correlating the map study with the student text.

### Evaluative Comments and Suggestions

Scholastic *World Geography* is an interesting book, written in a readable manner. Although it does present many facts, it is not dry and uninteresting. The questions within the chapters are designed to promote student thinking, not merely recitation. However, the materials do rely mostly on reading, writing, and recitation. Some of the built-in features require library research and more active learning, should the teacher choose to use these.

Especially strong features of the material include the geography skill-building lessons and the scope and sequence of content and skills presented in the teacher's guide.

It is disappointing that Scholastic could not provide some revisions or up-dates for this program, particularly for the final chapter on current global issues.

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Original data sheet by Frances Haley; update by Lynn Parisi.

## 85. WORLD VIEW, A, [and] ONE FLAG, ONE LAND

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|---|---|
| **Authors:** | Richard C. Brown, Herbert J. Bass, Clyde P. Patton, and others |
| **Publisher:** | Silver Burdett and Ginn |
| **Publication Date:** | 1988 (rev. ed.) |
| **Grade Level:** | 7-9 |
| **Materials and Cost:** | 2 texts, hardbound, 578 and 832 pp, $22.25 and $22.95; 2 workbooks, softbound, 160 pp, $4.30 each; 2 teacher's annotated editions, hardbound, 641 and 928 pp, $27.45 and $28.45; 2 teacher's resource files, $110.00 each |
| **Subject Area:** | U.S. history, world geography |
| **Originally Reviewed:** | *Data Book*, vol. 11 (1986) |

### Overview

*A World View* and *One Flag, One Land* are the junior high components of the Silver Burdett and Ginn K-8 social studies series. *A World View* presents a traditional approach to world geography. Units follow a standard progression, opening with a unit reviewing map and globe skills and continuing to units on major geographic regions. A final unit places human geography in a global perspective.

*One Flag, One Land* provides a comprehensive look at U.S. history using a traditional chronological approach that emphasizes political and economic history. An effort is made to include the contributions of minority group members and women. Each unit after 1750 ends with a section on how Americans of that period lived.

Both texts provide material for a one-year course. Reading levels are on target for junior high.

### Major Revisions

The substance of the two student texts has changed little, but the in-text teaching aids have been altered and expanded. Each chapter section is now preceded by a question to guide student reading, and a "Thinking Critically" question has been added to the previously all-recall "Checkup" questions concluding each section. The unit reviews have been extensively revised; although some reviewing of ideas is still included, the reviews now include opportunities for creative expression of student ideas on the material covered. Data has been updated and the design has been given a more contemporary look.

The biggest change in the teaching materials is in their packaging. They are now provided in a box that is essentially a portable file drawer. Provided in the file are the teacher's planning guide, masters for student worksheets, outline map masters, test masters, the teacher's edition of the workbook, wall maps, and posters. The latter two items, both in full color, are new components in this edition. The files also include empty folders for each chapter.

The teacher's planning guide in this edition has been updated. It is now provided in four colors and includes reduced copies of worksheet, workbook, and test pages, with answers shown. More ideas for special learners have been added, as have additional suggestions for motivating student interest.

### Evaluative Comments and Suggestions

The publisher provides a wealth of teaching materials with these two texts; the materials in this edition provide more variety in teaching activities, as well as more materials directed toward higher level thinking skills. The way in which the materials are packaged is innovative; it will take some teacher usage to determine whether it is indeed easier to use than the ubiquitous three-ring binder.

*A World View* presents each of the earth's major geographic regions as a basically self-contained entity. With the exception of the final unit, little attention is given to presenting the world as an interdependent, interactive system. More emphasis on this perspective would be helpful.

*One Flag, One Land* uses a traditional approach to U.S. history, focusing on political and economic history. Although an effort is made to integrate the perspectives of women and minorities, this material sometimes seems at odds with the more traditional viewpoint offered in the majority of the text.

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Original data sheets by Lynn Parisi and Irene Stoller; update by Laurel R. Singleton.

# SUPPLEMENTARY SECONDARY CURRICULUM MATERIALS

| Entry No. | Title | Page No. |
|---|---|---|
| **Print** | | |
| 86. | AIDS Crisis, The: SIRS Critical Issues Series | 103 |
| 87. | American Historical Images on File: The Faces of America | 103 |
| 88. | American Letter [illegible]-1945 | 103 |
| 89. | American Timeline Series | 104 |
| 90. | Another Russia: Through the Eyes of the New Soviet Photographers | 104 |
| 91. | Builders of the Ancient World: Marvels of Engineering | 105 |
| 92. | Charts on File | 105 |
| 93. | Citizen Bee Sourcebook of American Studies, The | 105 |
| 94. | Coping with Discrimination | 106 |
| 95. | Culturgrams: The Nations Around Us | 106 |
| 96. | Culture Conflicts: Case Studies in a World of Change | 107 |
| 97. | Economic Choices | 107 |
| 98. | Europe and North America: An Atlas/Almanac of Allies and Adversaries | 108 |
| 99. | Foundations in American History | 108 |
| 100. | Free Press v. Fair Trial: Television and Other Media in the Courtroom | 108 |
| 101. | Globe Regional Studies Series | 109 |
| 102. | Goode's World Atlas and Place Location Study Guide | 109 |
| 103. | Government and You | 110 |
| 104. | Health for All: Project W.H.E.R.E. | 110 |
| 105. | Introduction to Japan: A Workbook | 111 |
| 106. | Measures of Progress | 111 |
| 107. | National Science and Technology Week '87 | 111 |
| 108. | Our Constitution: The Myth that Binds Us | 112 |
| 109. | Patriotic and Historical Plays for Young People | 112 |
| 110. | Primary Source, The: Historical Documents | 113 |
| 111. | Teens, Crime, and the Community | 113 |
| 112. | Totalitarianism: Adversary of Democracy | 113 |
| 113. | Women in the World: An International Atlas | 114 |

**Entry No.** **Title** **Page No.**

**Annual and New Series Additions**

114. Current Issues . . . 115
115. Great Decisions and Great Decisions Activity Book . . . 115
116. Headline Series . . . 116
117. Ideas in Conflict Series . . . 116
118. Information Aids: Current Issues Series . . . 116
119. Newscurrents . . . 117
120. Newsweek Education Program . . . 117
121. Opposing Viewpoints Series . . . 118
122. Social Issues Resource Series (SIRS) . . . 118
123. Time Education Program . . . 119
124. U.S. News and World Report Instructional Aids . . . 119

**Nonprint**

125. Africa: A Continent of Many Nations . . . 120
126. Agony and the Ecstasy, The: Remembering the Fashion . . . 120
127. America at War: The Revolutionary and Civil Wars . . . 120
128. Decades of History: The 20th Century – The Early Years . . . 121
129. Democratic State, The and The Totalitarian State . . . 121
130. Ecosystems . . . 122
131. Europe Since World War II . . . 122
132. Eyes on the Prize: America's Civil Rights Years . . . 122
133. Faces of Japan . . . 123
134. Guns and the Constitution . . . 123
135. Infrastructure: An American Crisis? . . . 124
136. Japan Reaches for the 21st Century . . . 124
137. Living in Space . . . 125
138. Medical Technology . . . 125
139. National Issues Forum Series . . . 125
140. Nuclear Nightmare, The: A Forum for Teen Expression . . . 126
141. Post World War II America . . . 126
142. Robotic Revolution, The . . . 126
143. Search for the Common Ground . . . 127
144. Skokie: Rights or Wrong . . . 127
145. Star Wars: A Search for Security . . . 128
146. Urban Turf: Focus on Street Gangs . . . 128

**Entry No.** **Title** **Page No.**

147. Vietnam: A Case Study for Critical Thinking 128
148. Women in American Life 129
149. Women in Japan 129
150. Women in Science 130

**Games and Simulations**

151. Bullets and Ballots 131
152. Debt Game, The 131
153. Great American Lives: John F. Kennedy 132
154. Wildfire 132

### 86. AIDS CRISIS, THE: SIRS CRITICAL ISSUES SERIES

| | |
|---|---|
| **Editor:** | Eleanor Goldstein |
| **Publisher:** | Social Issues Resource Series |
| **Publication Date:** | 1987 |
| **Grade Level:** | 9-adult |
| **Materials and Cost:** | Book, looseleaf, 80 reproducible articles, $60.00 |
| **Subject Area:** | Current issues |

The first of the *SIRS Critical Issues Series*, this volume contains 80 articles written between 1983 and 1988 that can be used as a basis for research, debate, discussion, and dialog in the classroom or community forum. As long as the AIDS crisis remains unresolved, annual supplements consisting of 20 additional articles will be made available. Articles in the volumes are collected from a variety of newspapers, magazines, professional journals, and government documents; the reproduction quality is excellent. An indepth index provides accurate access to the information. The publisher intends to add additional topics to the series when and if new critical issues emerge. (LH)

### 87. AMERICAN HISTORICAL IMAGES ON FILE: THE FACES OF AMERICA

| | |
|---|---|
| **Author:** | Carter Smith |
| **Publisher:** | Facts on File |
| **Publication Date:** | 1988 |
| **Grade Level:** | 5-12 |
| **Materials and Cost:** | Book, looseleaf, 300 pp, $125.00 |
| **Subject Area:** | U.S. history |

Designed for use by librarians, teachers, and students, the *Faces of America* volume provides copyright-free reproducible illustrations of more than 300 notable Americans. The illustrations are arranged in a chronological sequence beginning with John Smith (1580-1631) and ending with Ronald Reagan in 1984. Each illustration includes a short narrative of landmark events in American history and also lists a major happening in the career of the subject. Subject names appear in bold-face type for quick and easy reference. The illustrations are in a large looseleaf binder arranged into nine sections: the colonial era, the federal era, the Jacksonian era, the Civil War and Reconstruction, the populist era, the early 20th century era, between the wars, World War II, and the post-war period. All of the material is indexed by name as well as by artist. (LH)

### 88. AMERICAN LETTERS: 1930-1945

| | |
|---|---|
| **Author:** | Joan Brodsky |
| **Publisher:** | Interact |
| **Publication Date:** | 1986 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Unbound pamphlet, 39 pp, $25.00 |
| **Subject Area:** | U.S. history |

The purposes of this publication, which is part of a series, are to motivate students to investigate historical periods and to increase their understanding through personal involvement. The unit is designed to be completed in either a one- or two-week sequence. A brief five-page teaching guide provides objectives, research sources, and step-by-step instructions for keeping track of materials, working with students during the writing phase, evaluation, presentation, and debriefing. There are 15 topics called "seeds," which provide roles, background information, and research suggestions for each pair of student writers. Finally, there is an information sheet and a scoring sheet for student evaluation of each other.

Each pair of students receives a "seed" and then begins work together as they research more information for the topic. They then begin the writing process by having one person write a letter, to which the other person responds. They do this twice and then submit their letters to a student committee for evaluation.

This unit would indeed create an atmosphere where students could feel free to have fun and be creative while delving into historical research. (JE)

### 89. AMERICAN TIMELINE SERIES

| | |
|---|---|
| **Publisher:** | Milliken |
| **Publication Date:** | 1986-88 |
| **Grade Level:** | 7-9 |
| **Materials and Cost:** | 8 books, softbound, 288 pp each, $5.95 |
| **Subject Area:** | U.S. history |

Designed as a supplement to U.S. history courses, this series of reproducible booklets provides sequential handouts highlighting significant people, events, and conditions shaping U.S. history during eight time frames: (1) settlement, 1607-1755; (2) federal America, 1755-1789; (3) Washington-Jackson, 1789-1837; (4) America divided, 1820-1877; (5) industrial America, 1877-1900; (6) the early 20th century, 1901-1939; (7) World War II to the '80s, 1940-1986; and (8) future problems and alternatives. Each booklet includes a foldout, 11" x 32" timeline depicting relevant happenings in history, science, art, and literature. The handouts consist mainly of recall-type activities, with the exception of some interesting map and graph activities. The foldout timeline is interesting and has potential for a variety of uses. However, few of the activities are actually tied to the timeline, so creative teachers will need to find ways to encourage students to draw comparisons and make optimal use of the timelines. (LH)

### 90. ANOTHER RUSSIA: THROUGH THE EYES OF THE NEW SOVIET PHOTOGRAPHERS

| | |
|---|---|
| **Author:** | Daniela Mrazkova (photographer) and Vladimir Remes |
| **Publisher:** | Facts on File |
| **Publication Date:** | 1986 |
| **Grade Level:** | 7-adult |
| **Materials and Cost:** | Book, hardbound, 176 pp, $35.00 |
| **Subject Area:** | Area studies, current issues |

Eighteen Soviet photographers contributed 145 black-and-white photographs to this publication, appearing for the first time in the West. The photos depict the daily lives of Soviet citizens, providing glimpses into both urban and rural lifestyles and revealing much information about cultural diversity in the Soviet Union. Each photograph is referenced in the introduction, which includes biographical information about each Soviet photographer. A culminating section on the "new photography" in the Soviet Union provides an explanation of the origins of this form of creativity and self-expression among photographers in the 1970s and 1980s. (JJ)

## 91. BUILDERS OF THE ANCIENT WORLD: MARVELS OF ENGINEERING

**Authors:** Ron Fisher and others
**Publisher:** National Geographic Society
**Publication Date:** 1986
**Grade Level:** 7-12
**Materials and Cost:** Book, hardbound, 200 pp, $9.50
**Subject Area:** Global studies, world history

Published by the Special Publications Division of National Geographic, this book features information about the many monuments of cultures and civilizations in several parts of the world and through a range of many centuries: (1) Greece and Rome, (2) MesoAmerica, (3) South America, (4) India and Southeast Asia, and (5) China. In addition to many photographs, maps, and diagrams, the text provides useful information to analyze the patterns of social life and the technologies of the past that coincide with the great masterworks featured in this book. (JJ)

## 92. CHARTS ON FILE

**Publisher:** Facts on File
**Publication Date:** 1987
**Grade Level:** 11-adult
**Materials and Cost:** Book, looseleaf, 320 pp, $145.00
**Subject Area:** Humanities, interdisciplinary social studies

This large loose-leaf binder provides a collection of more than 300 handy, reproducible charts that are copyright-free and expressly designed for photocopying. The volume provides librarians, teachers, students, and perhaps curriculum writers with visual aids for a broad spectrum of topics: (1) earth sciences; (2) physical sciences; (3) life sciences; (4) numbers; (5) humanities; and (6) home economics. Although a few charts in the earth sciences section would be of interest to geography teachers, most of the charts of interest to social studies teachers fall under the category of humanities. Charts in this section cover a wide range of topics, including different alphabets, sign language, international Morse code, musical notation, fashion sequences from ancient Egypt to modern times, architectural forms, U.S. presidential timelines, seals of the 50 states, structure of the U.S. government branches, and profiles of countries of the world. Although the volume is too costly to purchase for one social studies teacher, librarians and interdisciplinary teams will find the chart file to be a handy reference tool. (LH)

## 93. CITIZEN BEE SOURCEBOOK OF AMERICAN STUDIES, THE

**Project Director:** Eric Goldman
**Publisher:** Close Up Foundation
**Publication Date:** 1986
**Grade Level:** 10-12
**Materials and Cost:** Book, softbound, 152 pp, $12.00
**Subject Area:** American studies, U.S. government, U.S. history

This resource is designed to prepare students for the Citizen Bee, a competition for high school students sponsored by the Close Up Foundation. The book's primary emphases are U.S. history and government, although information is also presented on economics, geography, current issues, and culture. The texts of the Articles of Confederation and Constitution are appended, as is a glossary of political terms.

Each of the text's 12 chapters opens with a brief (one-page) narrative followed by 60 to 100 questions on the era or topic. Some questions involve recall of information; others require comprehension of reading material or analysis of various kinds of visuals, some of which are quite unusual.

Although some of the exercises may indeed "spark interest and enthusiasm" and the book could be used to assess students' "cultural literacy," its utility is limited by its format and failure to probe beyond the surface of any era or topic. (LRS)

### 94. COPING WITH DISCRIMINATION

| | |
|---|---|
| **Author:** | Gabrielle I. Edwards |
| **Publisher:** | Rosen Publishing Group |
| **Publication Date:** | 1986-87 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Text, hardbound, 192 pp, $12.95; workbook, softbound, 36 pp, $3.95 |
| **Subject Area:** | Current issues, human relations |

The workbook for *Coping with Discrimination* is designed to enhance student understanding of the material in the text, to underscore significant aspects of the topics covered, and to draw the students in to further thought. Two activity exercises are provided for each of the nine chapters: (1) "Historical Patterns of Discrimination," (2) "The Results of Prejudice," (3) "Hate Systems," (4) "The Homeless: A New Minority," (5) "The Impoverished Black Family," (6) "Women's Issues," (7) "Discrimination against Homosexuals," (8) "The Handicapped: The Hidden Minority," and (9) "Coping as as Way of Doing." Activities range from the puzzle and fill-in variety to the more thoughtful analysis and synthesis level. Answers to factual questions are given in a separate section with the qualifier that answers are intended only as suggested responses. Students are encouraged to give alternative answers when dealing with matters of opinion or feelings or when conducting school surveys that involve matters open to varied opinions. (LH)

### 95. CULTURGRAMS: THE NATIONS AROUND US, VOLUME 1 [and] VOLUME 2

| | |
|---|---|
| **Developer:** | David M. Kennedy Center for International Studies, Brigham Young University |
| **Publisher:** | Garrett Park Press |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-adult |
| **Materials and Cost:** | 2 books, softbound, 200 pp each, $15.00 each (individual culturgrams available from BYU, $0.50 each) |
| **Subject Area:** | Area studies, global studies, world cultures |

Individual Culturgrams from the popular Culturgram series have been assembled and bound into two volumes. Developed to increase sensitivity and understanding about the unique cultures of other countries, the series consists of four-page summaries of customs, values, traditions, and lifestyles of various countries. The basic source of information for the Culturgrams was a series of conversations with people who have lived in these countries. These individual summaries were then revised and updated as new insights and information became available. Each brief "fact sheet" summarizes information on such subjects as customary method of expressing greetings, how to visit people in their homes, the significance of gestures, general attitude of the people, useful words and phrases, and suggested readings. Volume 1 presents Culturgrams that describe 50 nations of the Americas and Europe. The second volume includes 39 Culturgrams on the Middle East, Asia, Africa, and the Pacific. (LH)

## 96. CULTURE CONFLICTS: CASE STUDIES IN A WORLD OF CHANGE

| | |
|---|---|
| **Author:** | Edward Lerner |
| **Publisher:** | J. Weston Walch |
| **Publication Date:** | 1986 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Book, spiralbound, 139 pp, $15.00 |
| **Subject Area:** | Current issues, global studies |

Designed for junior and senior high school classes, the reproducible role-playing material in this book encourages student involvement in contemporary social change issues. Set in the context of 12 world culture areas, the cases are: "Japan: Individualism v. Corporate Life"; "India: Maintaining the Caste System"; "Western Europe: The Role of Foreign Workers"; "South America: Urbanization v. Village Life"; "Canada: A National or Local Language?"; "U.S.A.: Parents' Roles in a Two-Career Family"; "China: Styles of Leadership"; "Southeast Asia: Extended or Nuclear Family Living?"; "Soviet Union: Maintaining Minority Cultural Identity"; "North Africa and the Middle East: Women's Roles in a Traditional Society"; "Africa: South of the Sahara"; and "Central America: Reform or Revolution?". Full background information for teachers is provided, along with reproducible scenario sheets and role descriptions for ten or more fictitious characters in each simulation. Students prepare to assume the various roles, representing major responses to the issue, then interact with one another in an effort to resolve the conflict. (LH)

## 97. ECONOMIC CHOICES

| | |
|---|---|
| **Publisher:** | Close Up Foundation |
| **Publication Date:** | 1987 |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Book, softbound, 75 pp, $8.00; teacher's guide, softbound, 19 pp, $8.00 |
| **Subject Area:** | Economics |

This four-chapter reader opens with a discussion of economic questions and why America's students should have an interest in the economy. The text establishes the premise that economic policies affect everyone directly—from the amount of money withheld from the paychecks to the cost of government services. Chapter 1 focuses on the government's role in economics, followed by a discussion in Chapter 2 of how the government affects the economy through monetary, fiscal, and trade policies. Chapter 3 is an examination of America's values and the final chapter discusses the fact that today's choices form tomorrow's legacies. The chapters are broken down into small, easy-to-read sections with appropriate illustrations, graphs, and charts included. Questions that can be used for further research are listed at the end of the text, broken into chapter headings. A glossary is included. The teacher's guide presents terms and concepts that are important in every chapter, as well as listing objectives and activities. Student worksheets are included where appropriate. (TY)

### 98. EUROPE AND NORTH AMERICA: AN ATLAS/ALMANAC OF ALLIES AND ADVERSARIES

| | |
|---|---|
| **Author:** | John C. Kimball |
| **Publisher:** | Foreign Policy Association |
| **Publication Date:** | 1986 |
| **Grade Level:** | 10-adult |
| **Materials and Cost:** | Book, softbound, 80 pp, $6.95 |
| **Subject Area:** | Area studies, global studies, world history |

This compendium of information on the nations of North America and Europe, with particular emphasis on the Soviet Union, can be used as a resource by students or teachers. The book opens with a section on history, focusing primarily on the growth of the Russian/Soviet state. The history of Western educational philosophies is briefly traced.

The book's second section is titled "Land and Peoples" and presents information on legal systems, customs, American military families in Europe, sports and games. Brief profiles of all the NATO and Warsaw Pact countries are also presented. The third section focuses on economics, comparing the market and Marxist economies and presenting various kinds of data. The fourth section compares the military strength and policy of NATO and the Warsaw Pact. This is followed by a brief section on arms reduction.

This book provides information that will be useful to students and teachers covering a range of topics. Since the author appears to have selected some of the information simply because it interested him and not because it contributes to a coherent whole, however, the resource does not treat any one topic in depth. (LRS)

### 99. FOUNDATIONS IN AMERICAN HISTORY: VOLUME 1[and] VOLUME 2

| | |
|---|---|
| **Author:** | Howard J. Schwach |
| **Publisher:** | Simon and Schuster |
| **Publication Date:** | 1987 |
| **Grade Level:** | 5-8 |
| **Materials and Cost:** | 2 texts, softbound, 258 pp each, $8.52 each; 2 teacher's manuals, softbound, 68 pp each, $3.25 each |
| **Subject Area:** | U.S. history |

Designed for the slower reader, this two-volume program combines the features of a textbook with those of a workbook. Arranged chronologically to correspond with the traditional one-year course of study in American history, the books can be used as an alternative text by students requiring remediation. The publisher claims that the books are written at a fourth-grade reading level. Such reading aids as short units and chapters, boldface, and visuals are used as well. Units in Volume 1 include "The First Settlers Come to North America," "The Colonies Gain Their Freedom," "The Problems of the New Nation," "The Constitution," "Our Nation Grows," "America in the Middle 1800s," "A Nation Divides," and "After the War." Volume 2 includes "The Growth of the Industrial Nation," "The Last West," "The United States Becomes a World Power," "The United States Moves into the 20th Century," "America Changes," "The United States Goes to War," "The Cold War," and "Now and the Future." (LH)

### 100. FREE PRESS V. FAIR TRIAL: TELEVISION AND OTHER MEDIA IN THE COURTROOM

| | |
|---|---|
| **Author:** | Michael Kronenwetter |
| **Publisher:** | Franklin Watts |

**Publication Date:** 1986

**Grade Level:** 10-12

**Materials and Cost:** Book, hardbound, 104 pp, $12.90

**Subject Area:** Ethics, law-related education, U.S. government, U.S. history

Kronenwetter begins with the premise that while courts are a part of the government, they are separate from and independent of the legislative and executive branches. He also asserts that the press is completely separate from the government and has a long history of exposing the shortcomings of the government. From there he examines the relationship between the courts and the press over time and what effect the Constitution has had on that relationship. His chapters include "The Courts. v The Press," "Surprise Witnesses: Cameras and Microphones in America's Courts," "Thrown Out of Court: Cameras and Microphones Are Banned," "Back on Appeal," "Cases in Point: Televised Trials," "Summations to the Jury: For and Against Television in the Courtroom," and "The Jury Is Out." The author uses specific court cases covered by the press, from the Scopes Monkey Trial of the 1920s to the von Bulow murder trial of the 1980s, to illustrate his study. The book is well-written and should attract students' attention and interest. (MEG)

### 101. GLOBE REGIONAL STUDIES SERIES

**Authors:** Various

**Publisher:** Simon and Schuster

**Publication Date:** 1987 (rev. ed.)

**Grade Level:** 10-12

**Materials and Cost:** 8 texts, softbound, 250-266 pp, $7.74 each; teacher's manual, softbound, 65 pp, $3.50; teacher's resource sampler (includes all 8 texts plus teacher's manual in display case), $37.35

**Subject Area:** Area studies, global studies, world geography

The geography, cultures, history, economies, and religions of eight nations are presented in this revised series. Each chapter includes much information on history and traditions followed by materials on contemporary lifestyles and modernization. Narratives in each chapter are complemented with graphs, charts, diagrams, and maps. Chapter reviews include vocabulary items and questions that emphasize critical thinking skills. The books also contain special-interest two-page "Case Inquiries" that often draw upon newspaper articles and highlight important events, key leaders, and contemporary issues. Texts on the Middle East, China, the Soviet Union, and Latin America have been completely rewritten this year. Other areas covered in the series include India-Pakistan-Bangladesh, Africa, Japan-Korea-Taiwan, and Southeast Asia. (LH/JJ)

### 102. GOODE'S WORLD ATLAS [and] PLACE LOCATION STUDY GUIDE

**Editors:** Edward B. Espenshade (atlas) and Joseph P. Stoltman (study guide and teacher's edition)

**Publisher:** Rand McNally

**Publication Date:** 1986-87

**Grade Level:** 7-12

**Materials and Cost:** Atlas, softbound, 367 pp, $10.50; study guide, softbound, 96 pp, $3.96; teacher's edition of study guide, 125 pp, $7.92

**Subject Area:** Global studies, world cultures, world geography

*Goode's World Atlas*, a perennial best-seller, provides an introduction to maps; world thematic maps; major cities maps; thematic maps, including environment maps and physical-political reference maps on the following regions – North America, South America, Europe, Asia, Australia, and Africa; plate tectonics and ocean floor maps; and a section of geographical tables and indexes.

The *Place Location Study Guide* has been developed to support geography courses or to introduce a geographic dimension in many social studies courses. Each chapter can be used independently. Lessons in part I, "Instructional Activities for Each Chapter," include materials intended to accompany specific maps in *Goode's Atlas*. Two class projects are included in each chapter. Lessons comprising part 2, "Subject Connections," are designed to incorporate the use of the atlas into different subjects in the social studies curriculum (current events, history, humanities, political science, physical science, and writing). Answer keys are included in the teacher's guide. (JJ)

### 103. GOVERNMENT AND YOU

**Authors:** James Killoran, Stuart Zimmer, and Joel Fischer

**Publisher:** Amsco

**Publication Date:** 1987

**Grade Level:** 8-12

**Materials and Cost:** Book, softbound, 289 pp, $6.00; teacher's manual, softbound, 107 pp, $4.50

**Subject Area:** Law-related education, U.S. government

This supplementary classroom material is oriented toward getting students excited about participation in their government. There are 60 activities of three basic types. The first and last activities are evaluative and measure students' participation in government or politics at the school, community, local, state, and national level. It is presumed that doing some or all of the activities in the book will result in a higher overall score on lesson 60 than on lesson 1, taken before the activities are tried. Thirty-six of the lessons are self-contained activities designed for completion during a single class period. The rest of the activities may be classified as projects that require homework varying from a single night to several weeks. The authors combine content and skill development in the lessons. The six units include "Foundations of Government," "Principles of the U.S. Constitution," "Civil Liberties," "Voters and Elections," "Institutions of Government," and "Government Agencies (Local, State, and Federal)." The student book contains the activities, a glossary, the Declaration of Independence, the U.S. Constitution and its Amendments, significant constitutional dates, a bibliography, and an index. The teacher's manual contains a synopsis of each activity along with objectives and procedures for teaching the lessons. There are also unit tests and answers to those tests in the teacher's manual. (MEG)

### 104. HEALTH FOR ALL: PROJECT W.H.E.R.E.

**Publisher:** Education Development Center/American Association for World Health

**Publication Date:** 1987

**Grade Level:** 9-10

**Materials and Cost:** Teaching module, $2.00 (for postage and handling); class activity sheet for primary schools plus secondary module, $2.25

**Subject Area:** Global studies, health education

Developed as part of Project W.H.E.R.E. (World Health Education Resources Exchange), a world health program for secondary schools, this five-lesson module defines health in relation to food supply, geography, transportation, culture, history, and politics. The module, therefore, can be integrated into high school classes such as social studies, economics, geography, and history as well as in health education programs. The goals of the curriculum are to extend students' knowledge beyond their immediate community and to encourage teenagers to examine health concepts through the eyes and experiences of teenagers elsewhere in the world. Each of the module's five basic activities can be covered in a class period. Lessons include cognitive, affective, and skill objectives; the activity at a glance; preparation hints; and step-by-step procedures. Reproducible student handouts are provided at the end of each lesson. An annotated list of related programs, materials, and other resources concludes the module. (LH)

### 105. INTRODUCTION TO JAPAN: A WORKBOOK

**Publisher:** Youth for Understanding
**Publication Date:** 1986
**Grade Level:** 9-12
**Materials and Cost:** Book, softbound, 119 pp, $10.00
**Subject Area:** Area studies, world cultures, world geography

Designed as an orientation workbook for high school students preparing for study in Japan, this book provides excellent readings and activities to supplement a social studies unit on Japan. Following a preface and introduction, separate sections address Japan's historical and geographic setting; education, religion, and women; trade, defense, and interdependence; and Japanese language and social character. Each chapter provides one or more short readings that build a cultural context for understanding Japan. Each chapter closes with three sections: "Thinking and Doing," which involves students in research or application projects; "Vocabulary"; and "While in Japan." The latter section contains activities appropriate only for students who will be studying in Japan; it is the only section of the book that is not applicable to the regular social studies classroom. (LP)

### 106. MEASURES OF PROGRESS

**Publisher:** World Bank
**Publication Date:** 1987
**Grade Level:** 9-12
**Materials and Cost:** 2 poster kits, each containing a teaching guide, full color posters, and 6 color picture/case studies, $6.00 each
**Subject Area:** Economics, global studies, world geography

These kits are the first two in a series of poster kits to help students examine economic and social development. Poster kit 1, *Life Expectancy at Birth*, presents statistics on life expectancy from 128 countries with populations of more than one million. Poster kit 2, *Population Growth Rate*, presents growth statistics on industrialized and developing nations.

Students develop map-, chart-, and graph-reading skills and interpret and manipulate data. They also learn to correlate life expectancy with water supply, sanitation, hygiene, health care, education, nutrition, and other indicators of development. The teacher's guide contains activities for using vocabulary, posters, photographs, and statistical data, as well as tests and answer keys. (LP)

### 107. NATIONAL SCIENCE AND TECHNOLOGY WEEK '87

**Publisher:** National Science Foundation
**Publication Date:** 1987
**Grade Level:** 7-12
**Materials and Cost:** 5 activity guides, 6 pp each, free

**Subject Area:** Science-related issues, U.S. history

The five activity guides included in this package from the National Science Foundation focus on the following topics: "Expeditions and Discoveries," "Founders' Keepers" (preservation of historic documents), "Census, Sweet Census," "Fountain of Youth" (life expectancy), and "The Patent Process." Each activity guide is six pages in length. Each begins with an overview of the topic, a description of the appropriate grade level, an introduction, and a clarification of the curricular areas included in the study as well as a description of the science processes/skills employed in the activity. One page of the guide is titled "Background for the Teacher." It describes the subject under consideration in detail, pulling together all of the processes and concepts that can be taught. (TY)

### 108. OUR CONSTITUTION: THE MYTH THAT BINDS US

**Author:** Eric Black
**Publisher:** Westview Press
**Publication Date:** 1988
**Grade Level:** 9-adult
**Materials and Cost:** Book, softbound, 173 pp, $10.95
**Subject Area:** Civics, current issues, law-related education, U.S. government

Based on a series of articles written for the *Star Tribune* newspaper of the Twin Cities in 1987, this book presents a hypothesis that the Constitution is not at all what we like to think it is—a fixed body of written law that changes only incrementally through amendments and court interpretations. Black's conception of the Constitution as a "myth that gains power from our belief in it" is apt to serve as a lively introduction to American history and government courses. Though the book seems somehow "blasphemous," it brings the irreverence and inquisitiveness of a journalist to the subject and could conceivably stimulate cynical adolescents to take a closer look at the legal process. The text is interesting, nontraditional, readable, and somewhat whimsical. Section headings in parts 1 and 2 give one a feeling for the tone: "Ratification by Hook and by Crook," "Slavery v. the Blessings of Liberty," "The Bill of Rights: Century of Slumber," and "What Does a Guy Have to Do to Get Impeached Around Here?" Part 3, the most unique section of the book, presents three subsections about those left out of the Constitution: Indians, blacks, women, and Japanese-Americans. The final section focuses on current issues, including the first treatment seen by this reviewer of the constitutionality of the Iran-Contra affair. (LH)

### 109. PATRIOTIC AND HISTORICAL PLAYS FOR YOUNG PEOPLE

**Author:** Sylvia E. Kamerman
**Publisher:** Plays, Inc.
**Publication Date:** 1987
**Grade Level:** 7-12
**Materials and Cost:** Text, softbound, 230 pp, $10.95
**Subject Area:** U.S. history

Originally published in 1975, this republished edition contains 25 one-act plays and programs, including drama, comedy, and choral readings featuring George Washington, Molly Pitcher, Thomas Paine, and other heroic figures of Revolutionary times. Intended for flexible programming, the text includes short dramatic pieces and choral readings that require no memorization and only a minimum of rehearsal time. The shorter items are ideal for informal classroom use, or in combination with the longer plays, can be used to create complete programs. Appendices include the "Preamble to the Constitution," "The Original Seven Articles of the Constitution," and "The Bill of Rights: The Ten Original Amendments." (LH)

## 110. PRIMARY SOURCE, THE: HISTORICAL DOCUMENTS

| | |
|---|---|
| **Author:** | Julia Hargrove |
| **Publisher:** | Perfection Form |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | 4 books, softbound, 83-153 pp, $42.95 |
| **Subject Area:** | U.S. government, U.S. history |

This four-volume set is an excellent resource for classroom teachers. Each volume contains historical documents from one period of U.S. history: pre-Revolutionary America, the founding period, expanding America, and modern America. In addition to the transcriptions of the historical documents – which range from the Magna Carta to Common Sense to the Monroe Doctrine to Richard Nixon's subpoena to appear before Congress in the Watergate affair – the volumes contain questions to help students understand each document and to test their knowledge once they have examined the document. Answer keys are included also. All material can be copied for classroom use so students can examine the primary sources individually. (MEG)

## 111. TEENS, CRIME, AND THE COMMUNITY

| | |
|---|---|
| **Authors:** | Edward T. McMahon and others |
| **Publisher:** | West |
| **Publication Date:** | 1988 |
| **Grade Level:** | 7-10 |
| **Materials and Cost:** | Book, softbound, 200 pp, $8.00; teacher's guide, softbound, free |
| **Subject Area:** | Law-related education |

The developers of this book point out that while it is widely known that teenagers commit many crimes, few people realize that teenagers are also the victims of a disproportionate number of crimes. They therefore wanted "to tell secondary school students about ways they can make themselves, their families, their friends, and their communities safer." To that end, *Teens, Crime, and the Community* includes 11 lessons on such topics as "Victims of Crime," "Violent Crime," "Substance Abuse," "Shoplifting," and "Criminal and Juvenile Justice."

The lessons are organized to facilitate student use. Each opens with a list of objectives and a section called "Use Your Experience," which asks students about their own knowledge of the lesson topics. The text is divided into short segments, with "Your Turn" review and application sections appearing every two to three pages. An appendix provides directions for designing crime prevention programs, which are then extended to community projects.

By focusing on young people, this program clearly speaks to the interests of young adolescents, who will likely react positively to it. Many communities should also find that the program meets a need, although the lesson on "Acquaintance Rape," while handled very well, may raise controversy in some areas. The lessons require only two weeks to complete (the community projects require additional time), which seems a reasonable amount of time to devote to this topic. (LRS)

## 112. TOTALITARIANISM: ADVERSARY OF DEMOCRACY

| | |
|---|---|
| **Authors:** | Randall G. Felton, Rodney F. Allen, and David A. Bice |
| **Publisher:** | Walsworth |
| **Publication Date:** | 1987 |

| | |
|---|---|
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Book, softbound, 164 pp, $7.95 |
| **Subject Area:** | World history |

The title of this supplementary book of readings indicates its purpose. It was developed to meet the requirements of Florida statute 233.064, which calls for all students to be "thoroughly and completely informed as to the evils, dangers, and fallacies of communism..."

The book contains 29 lessons (two of which deal with fascism rather than communism), each beginning with a brief introduction followed by excerpts from primary source material, novels, or secondary source material. For example, a lesson entitled "Communism Comes to the Western Hemisphere" includes excerpts from a speech by Fidel Castro, a report by the Association of Former Political Prisoners of Cuba, and a report by the Council on Inter-American Security. A list of questions concludes each lesson. The questions are carefully written to direct student attention to arguments against communism.

This book undoubtedly meets the purpose for which it was designed. Both the book and the law it serves are based on the assumption that students cannot analyze information on all sides of an issue and reach sound decisions. Thus, although there is some interesting material in this book, teachers who believe students are capable of reasoned judgments would need to balance the material presented with other sources or simply choose another resource. (LRS)

### 113. WOMEN IN THE WORLD: AN INTERNATIONAL ATLAS

| | |
|---|---|
| **Authors:** | Joni Seager and Ann Olson |
| **Publisher:** | Simon and Schuster |
| **Publication Date:** | 1986 |
| **Grade Level:** | 5-adult |
| **Materials and Cost:** | Book, softbound, 128 pp, $12.95 |
| **Subject Area:** | Global studies, women's studies, world geography |

Based on the rationale that politically, socially, and economically the world of women is not the same as the world of men, this atlas was created as a reference work for those interested in the status of women in this country and around the world. Interesting maps and graphics cover 40 topics including work, marriage, contraception, motherhood, health, wealth, the media, the military, and the government. The authors, both geographers, report that "everywhere women are worse off than men; women have less power, less autonomy, more work, less money, and more responsibility." Vivid maps are accompanied by discussion likely to give students a different perspective on human geography. The end of the atlas contains tabular data from which the maps and charts were made. The data can easily be copied to a spreadsheet for further analysis. (LH)

### 114. CURRENT ISSUES

**Publisher:** Close Up Foundation

**Publication Date:** 1988 (annual)

**Grade Level:** 10-12

**Materials and Cost:** Book, softbound, 352 pp, $10.00; teacher's guide, softbound, 128 pp, $9.00

**Subject Area:** Current issues, global studies, U.S. government

*Current Issues* is an annual publication of the Close Up Foundation, a non-partisan, Washington-based citizenship education organization that specializes in teaching students about the political process and current issues through experiential approaches. Each year *Current Issues* provides an overview of the 20 most pressing foreign and domestic policy issues. The 1988 edition included chapters on the following issues: the economy, education, civil rights, social programs, health care, immigration, energy, environment, agriculture, and crime. Foreign policy issues included the Soviet Union, defense, Central America, the Middle East, international trade, Western Europe, nuclear proliferation, world poverty and U.S. foreign aid, South Africa, and China.

This material is especially noteworthy in its effort to present a balanced perspective and highlight both pro and con arguments for each issue examined. Illustrations, maps, graphs, charts, and prereading questions facilitate student learning. These materials provide an excellent basis for having students follow each of the topics as they develop during the year. In addition, a teacher's guide offers practical suggestions for applying a range of classroom activities to bring the issues to life and prepare students for indepth analysis of the topics and arguments offered in support of each. Anyone interested in developing students' public policy analysis skills should seriously consider these materials.(GDG)

### 115. GREAT DECISIONS [and] GREAT DECISIONS ACTIVITY BOOK

**Publisher:** Foreign Policy Association and Center for Teaching International Relations (activity book)

**Publication Date:** 1987-88 (annual)

**Grade Level:** 10-12

**Materials and Cost:** 2 books, softbound, 96 pp, $8.00; activity books, softbound, 50 pp, $7.95

**Subject Area:** Current issues, global studies, social studies

Topics in the *Great Decisions* series for 1987 were "The Constitution and American Foreign Policy," "Defense and the Federal Deficit," "Egypt and the U.S.," "The Pacific Basin," "South Africa," "Foreign Investment in the U.S.," "Pakistan and Afghanistan," and "Dealing the Revolution." *Great Decisions '88* topics were "U.S. Foreign Policy," "Mexico and the U.S.," "U.S. Trade and Global Markets," "The Soviet Union," "U.S. and the Middle East," "The Global Environment," "South Korea," and "Western Europe." Each accompanying *Great Decisions Activity Book* contains more than 20 teaching activities and associated reproducible handouts written specifically to enhance student understanding of annual *Great Decisions* topics. Activities pertain directly to the articles and do not require use of any outside sources. Students are involved in role plays, debate, data analysis, simulation, and brainstorming as they actively engage in understanding, analyzing, and evaluating American foreign policy. Summaries of the articles and glossaries of key words and concepts are also provided. (LH)

### 116. HEADLINE SERIES

**Publisher:** Foreign Policy Association

**Publication Date:** 1987-88

**Grade Level:** 11-16

**Materials and Cost:** 7 booklets, softbound, 64-72 pp, $4.00 each

**Subject Area:** Current issues, global studies

Intended to keep teachers and students up-to-date on key foreign policy topics, each brief book focuses on a major world area or topic. Written by noted scholars, the books are highly readable and include basic background, maps, charts, discussion guides, and suggested readings. New titles in this ongoing series include (1) *East-West Relations in Europe* (no. 278); (2) *Brazil and the United States* (no. 279); (3) *Presidents, Public Opinion and Power* (no. 280); (4) *Reforming the International Monetary System* (no. 281); (5) *France – The Challenges of Renewal* (no. 282); (6) *Global Television and Foreign Policy* (no. 283); and (7) *Gorbachev's Foreign Policy* (no. 284). (LH)

### 117. IDEAS IN CONFLICT SERIES

**Editor:** Gary E. McCuen

**Publisher:** GEM

**Publication Date:** 1987-88

**Grade Level:** 7-12

**Materials and Cost:** 8 texts, hardbound, 136-176 pp, $11.95 each

**Subject Area:** Current issues, global studies, science-related issues

The *Ideas in Conflict Series* recently published eight new titles: *The Iran-Iraq War*, *Our Endangered Atmosphere: Global Warming and the Ozone Layer*, *The AIDS Crisis: Conflicting Social Values*, *Nuclear Winter*, *Poor and Minority Health Care*, *Children Having Children*, *Illiteracy in America*, and *Treating the Mentally Disabled*. Each of the texts in the series (now 17 titles in all) contains four or five chapters focusing on various aspects of the general topic. For example, *Our Endangered Atmosphere* focuses on the threat of global warming to future generations, what can be done to prevent ozone depletion and the greenhouse effect, the consequences of global warming, and the need for more research before governments take action. Each reading is preceded by a list of questions for students to consider. Readings present a range of views on the topic. In addition, each book contains opportunities for students to identify a variety of biases, analyze political cartoons, and examine conflicting values. (LH)

### 118. INFORMATION AIDS: CURRENT ISSUES SERIES

**Publisher:** Information Aids

**Publication Date:** 1987-88

**Grade Level:** 9-12

**Materials and Cost:** 22 texts, softbound, 72-96 pp, $15.95-$18.95 each; complete reference series (includes 22 titles, 4 revisions, 2 princeton files, and catalog cards, $299.95); standing order customers, $224.96

**Subject Area:** Current issues, global studies

The *Information Aids* series recently updated seven titles: *Abortion: An Eternal Social and Moral Issue*, *Capital Punishment: Cruel and Unusual*, *Education – Reflecting Our Society?*, *Gambling:*

*Crime or Recreation?*, *Growing Up in America: A Profile of American Youth*, *Introduction to the Third Century: A Profile of America*, and *Women's Changing Role*.

Revised and updated every other year, these books summarize a variety of sociological, statistical, and political information related to contemporary issues. The books collect an assortment of primary and secondary source material, including background, current and past statistics, state and federal legislation, judicial decisions, opinion polls, worldwide comparisons, and pro and con debates. Although no teacher's guides are provided, creative teachers will find these books a useful data base for lesson development. They are also a starting point for students who need to extract, analyze, and manipulate data on assigned topics. Material is presented in an easy-to-use package with succinct and readable narratives. (LH)

### 119. NEWSCURRENTS

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|---|---|
| **Publisher:** | Knowledge Unlimited |
| **Publication Date:** | 1988 (weekly) |
| **Grade Level:** | 6-12 |
| **Materials and Cost:** | Weekly filmstrip/guide program, $225.00 for 35 weeks |
| **Subject Area:** | Current issues |

*Newscurrents* is a weekly program focusing on the newsmakers of the week. The program consists of a filmstrip highlighting personalities and events in the news each week and a teacher's guide. One of the unique features of the program is that the teacher's guide includes lesson plans for each film frame at basic, general, and advanced levels. The basic and general lessons often rely upon low-level questions, while the advanced lessons are more challenging. Each weekly issue has the following features: "Who Am I?" a news personality guessing game; vocabulary; history; editorial cartoons; news frames; charts, graphs, and maps; more newsmakers; and more newsplaces. In addition, the program also includes eight full-color in-depth filmstrips and teacher's guides on the following topics: *The Election of a President*, *The Aging of America*, *America's Future in Space*, *Mexico*, *The Desert and Desertification*, *The Eagle and the Bear: U.S./U.S.S.R. Relations from 1945 to 1962*, *The Eagle and the Bear: U.S./Soviet Relations 1962 to the Present*, *History of Photojournalism*. The program seems most appropriate for elementary to junior high school or as an introduction to a more detailed analysis at the senior high level. (GDG)

### 120. NEWSWEEK EDUCATION PROGRAM

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|---|---|
| **Publisher:** | Newsweek |
| **Publication Date:** | 1988-1989 |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Free teaching aids provided with classroom subscriptions to *Newsweek*; subscription cost $8.10 per magazine for 18 weeks |
| **Subject Area:** | Current issues, social studies |

Designed for use with the weekly magazine, the *Newsweek Education Program* provides a variety of materials that support all aspects of the secondary social studies curriculum. *Newsweek* materials are conceptually organized and seek to provide students with a framework for analyzing topics or areas. Students then use this framework to examine contemporary exemplars described in the magazine. Teacher lesson plans that can be used as the basis for a two- or three-week unit or separately as one- and two-day lessons were available for the following topics for the 1988-89 school year: *The Media and Politics* (this packet also has a 20-minute videocassette), *Foreign Policy*, *Economic and Cultural Geography*, *Censorship*, *Central America: The Struggle for Peace*, *The Changing Economic Profile of the United States*, *Political Systems: Theory and Practice*, and *Whatever Happened to the Welfare System*? In addition, monthly wall maps with one-day lessons were developed on the following topics: *Election 1988*, *The Iran-Iraq War*, *The Koreas: Divided by Conflict*, *Congressional Line-Up*, *The Pacific Rim*, *Foreign Trade: The World Bazaar*, and *The Global AIDS Crisis*. Additional materials include a monthly and semester quiz, a 1988 election guide, and an Apple-compatible software database of U.S. and world economic, social, and political statistics. (GDG)

### 121. OPPOSING VIEWPOINTS SERIES

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|---|---|
| **Series Editors:** | David L. Bender and Bruno Leone |
| **Publisher:** | Greenhaven Press |
| **Publication Date:** | 1988 |
| **Grade Level:** | 11-adult |
| **Materials and Cost:** | 7 texts, softbound, 223-268 pp, $6.95 each; $48.65 set of 7 new titles; $229.35 complete series of 33 volumes |
| **Subject Area:** | Current issues, global studies |

The *Opposing Viewpoints Series* recently published seven new titles: *AIDS*, *Drug Abuse*, *The Mass Media*, *The Middle East*, *Latin America and U.S. Foreign Policy*, *American Government*, and *The Soviet Union*. These materials were developed to help students become better able to separate fact from opinion, evaluate sources of information, identify stereotypes, and recognize ethnocentricism by considering contrasting viewpoints from a variety of sources. Each of the texts in the series (now 33 titles in all) contains four or five chapters focusing on various aspects of the general topics. For example, *AIDS* contains chapters focusing on the seriousness of the AIDS crisis, how AIDS can be controlled, AIDS and civil rights, governments' response to AIDS, and how AIDS will affect society. The series includes diverse materials taken from magazines, journals, books, and newspapers as well as statements and position papers from a wide range of individuals, organizations, and governments. The discussion activities are designed to help develop basic reading and thinking skills. (LH)

### 122. SOCIAL ISSUES RESOURCE SERIES (SIRS)

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| **Editor:** | Eleanor Goldstein |
| **Publisher:** | Social Issues Resource Series |
| **Publication Date:** | 1988 (annual updates) |
| **Grade Level:** | 7-adult |
| **Materials and Cost:** | 32 looseleaf volumes containing 45-100 articles each, $15-$75 each |
| **Subject Area:** | Current issues, social studies |

Designed to provide timely information to a wide range of people from teenagers to senior citizens—on critical problems concerning them as individuals and of society, SIRS was developed to assist librarians and teachers in the task of bringing relevant current information to the library and classroom in an easy-to-use, structured, and readily accessible format. The program consists of 32 titles in loose-leaf volumes. Each volume contains carefully selected articles, reprinted in their entirety, representing a wide spectrum of opinion and complexity. An index accompanies each volume and a cross-reference guide has been developed for the entire series. Annual supplements, which reflect new developments and changes in an issue, are published each year in March and contain 20 articles selected from those that appeared during the previous calendar year. Volumes contain articles published between 1975 and the present. Titles include Pollution, Population, Drugs, Energy, Food, Work, Alcohol, Money, Privacy, Family, Crime, Corrections, Women, Health, Mental Health, School, Ethnic Groups, Habitat, Transportation, Communication, Aging, Religion, Youth, Sports, Defense, Consumerism, Ethics, Death and Dying, Technology, Human Rights, Sexuality, and Third World. (LH)

### 123. TIME EDUCATION PROGRAM

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|---|---|
| **Publisher:** | Time |
| **Publication Date:** | 1988 (weekly) |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Free teaching aids with 15 classroom subscriptions to *Time*; $7.28 per student for 13 weeks |
| **Subject Area:** | Current issues, social studies |

The *Time Education Program* provides participants with a range of materials. The program is built around the weekly newsmagazine and includes a weekly guide that provides discussion questions, a quiz, and one or two short activity sheets to be used in conjunction with the magazine. In addition, the program includes an opportunity to select from the following videotapes: *Photojournalism, The Immigrants, China in the 1980s, Hugh Sidey on the Presidency*. Another feature is the cover-maker computer quiz, an interactive quiz based on news reported in a recent issue of *Time*. An additional bonus for participation in the program is access to two to four resource units (depending upon the number of magazine subscriptions ordered). The resource units are arranged according to topic areas – contemporary issues, journalism/writing, U.S. government and politics, geography and world affairs, study and research skills, history, and reading and language skills. Within each category are a variety of selections that allow participants to select those topics most appropriate for their curriculum. (GDG)

### 124. U.S. NEWS AND WORLD REPORT INSTRUCTIONAL AIDS

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|---|---|
| **Publisher:** | U.S. News and World Report |
| **Publication Date:** | 1988 (monthly) |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Free teaching aids provided with half-price classroom subscriptions to *U.S. News*; $0.34 per student copy per week/minimum order $76.50 |
| **Subject Area:** | Current issues, social studies |

*U.S. News* provides free instructional aids to schools enrolled in its classroom program. Multi-reading level, comprehensive study units on specific contemporary issues are provided each month (September-June). Each unit contains lesson plans, reading materials on black-line masters, graphics, charts, and tests. Topics for school year 1987-88 were South Africa, AIDS, Cuba, the homeless, Israel, civil rights, the Constitution, Central America, and capital punishment. Monthly current events tests and videocassettes are also included at no additional cost. (LH)

## 125. AFRICA: A CONTINENT OF MANY NATIONS

**Authors:** Anne-Louise Fuqua and Paul Fuqua
**Publisher:** United Learning
**Publication Date:** 1987
**Grade Level:** 7-12
**Materials and Cost:** 5 filmstrip/cassettes plus teacher's guide, reproducible student materials, $175.00
**Subject Area:** Area studies, global studies, world cultures, world geography, world history

This five-part unit of study provides an overview of the various historical, geographical, cultural, and political factors that have shaped the continent of Africa in the 20th century. The filmstrip titles are: (1) *The Land*; (2) *The People*; (3) *Civilizations in Conflict*; (4) *The Explosion of Freedom*; and (5) *Toward the Year 2000*. The teacher's guide contains introductory information and suggested procedures for each lesson, discussion questions, learning activities and projects for each lesson, answer keys for student worksheets, and scripts and visual descriptions for each frame. Suggested follow-up activities are also suggested for each program. Thirty black-line masters for duplication are included in the accompanying folder. A "follow-up" check for student understanding and short quiz are provided for each filmstrip program. Additional student materials include infosheets, maps, graphs, and timelines. (JJ)

## 126. AGONY AND THE ECSTASY, THE: REMEMBERING THE FASHION

**Publisher:** Bi-Folkal Productions
**Publication Date:** 1986
**Grade Level:** 7-12
**Materials and Cost:** Kit containing program manual, 80 slides in a carousel, cassette tapes, "sing-along/stories" for discussion, notes and notions, 3 skit scripts, 4 cards with fabric samples, 5 mask masters, and a bag including a sachet and a men's hosiery garter, $140.00
**Subject Area:** Humanities, U.S. history

This kit, one of several produced by Bi-Folkal Productions, Inc., is designed to link an older adult with students through a study of artifacts and personal remembrances from the past. The kit contains things to see, hear, touch, and smell and an elaborate manual for planning programs around the theme of fashion. The slide/tape is designed to introduce the theme and prompt discussion about "the feel of fashion." Senior citizens assisting with the program could personalize the information in the slide show using a few of the many resources in the kit. Primary source material from the kit can be used for sing-alongs, storytelling, book talks, and oral histories. The guide suggests many alternatives for a single program or a series of programs about fashion from the turn of the century to the present. (BM)

## 127. AMERICA AT WAR: THE REVOLUTIONARY AND CIVIL WARS

**Author:** Robert Burleigh
**Publisher:** Society for Visual Education, Inc.
**Publication Date:** 1986
**Grade Level:** 7-12
**Materials and Cost:** Videocassette plus teacher's guide, $99.00

**Subject Area:** U.S. history

This videocassette contains two programs, which run for a total, of 37 1/2 minutes; "Gaining Independence: 1775-1815" is 17 1/2 minutes and "Uniting the Nation: 1846-1865" is 20 minutes. The focus of these programs is topical rather than chronological. They discuss causes, issues, and consequences of the wars in a manner that holds the viewer's attention. It might be difficult for some students to fit the information into a coherent framework since the programs occasionally jump from year to year. The producers make good use of quotes, cartoons, artwork, and songs to keep things interesting. At the same time, they briefly describe significant events and personalities during the course of the wars.

As part of the package, the producers also include a teacher's manual providing a short introduction, several teaching suggestions, and worksheets designed to reinforce and extend student learning and involvement. The difficulty of the worksheets varies, making them appropriate for different age/ability levels. (JE)

### 128. DECADES OF HISTORY: THE 20TH CENTURY—THE EARLY YEARS

**Publisher:** National Geographic Society

**Publication Date:** 1987

**Grade Level:** 7-12

**Materials and Cost:** 3 filmstrip/cassettes plus teacher's guide, $85.95

**Subject Area:** U.S. history

This set of three filmstrips and three audiocassettes chronicles the decades of the 1920s, 1930s, and 1940s. Each program lasts approximately 18 minutes and attempts to cover the important political, economic, and cultural events of the decade. They hold the attention of the audience through good use of photographs, political cartoons, artwork, advertisements, and a well-narrated, interesting script. The programs manage to convey in a short period of time the conflicting cultural values, rapid technological changes, political/economic struggles, and transition from sense of confidence to despair. They show the failings as well as the successes of American society in an honest, balanced manner.

This package includes a teacher's manual providing main points and objectives, script, several teaching suggestions, and a glossary. It is a quality product. (JE)

### 129. DEMOCRATIC STATE, THE [and] THE TOTALITARIAN STATE

**Publisher:** Hawkhill Video

**Publication Date:** 1987

**Grade Level:** 10-12

**Materials and Cost:** 2 videocassettes plus 2 teacher's guides, $118.00 each

**Subject Area:** Citizenship education, civics, U.S. government

These two titles form part of the series *In Defense of a Free Society*. The films are designed to impress upon students the importance of a democratic state by allowing student viewers to judge for themselves the differences between the two political systems. The first program, *The Democratic State* is divided into three parts. Part 1 describes the nature of democratic states from ancient Greece to Western Europe. Part 2 focuses upon the democratic state found in the United States, while part 3 describes the modern democratic state. The second title, *The Totalitarian State*, is also divided into three sections, roughly approximating the format of *The Democratic State* program. Part 1 of *The Totalitarian State* focuses on Nazi Germany and the effects that type of government has on its people. Part 2 looks at the Soviet Union and part 3 examines totalitarian states in the world today. (TY)

### 130. ECOSYSTEMS

**Publisher:** Hawkhill Video
**Publication Date:** 1986
**Grade Level:** 10-12
**Materials and Cost:** Videocassette plus teacher's guide, $118.00
**Subject Area:** Science-related issues

This two-part video presentation describes the relationship that exists between all living things and their environment. Part 1 of the program, "From Nature Study to Ecology," traces the development of ecology as both a science and an obligation. Students are introduced to the findings of Darwin and the philosophies of Henry David Thoreau and Aldo Leopold. The first part concludes with a description of steps that have been taken to preserve the delicate balance of ecosystems. Part 2, "The Web of Life," discusses the laws of thermodynamics and their implication for renewable and nonrenewable elements of the ecosystem. The program goes on to describe the nature of work engaged in by ecologists and some of the problems currently facing this field of science. (TY)

### 131. EUROPE SINCE WORLD WAR II

**Author:** Ruth Leon and Gladys Carter
**Publisher:** Educational Audio Visual
**Publication Date:** 1987
**Grade Level:** 10-12
**Materials and Cost:** Videocassette plus teacher's guide, reproducible student materials, $189.00
**Subject Area:** World history

This video program is comprised of three segments: (1) *From Peace to Cold War*–a short survey of this period of history; (2) *Western Europe Regroups*–postwar recovery and the creation of the EED; and (3) *Eastern Europe Regroups*–postwar recovery focusing on the role of the Soviet Union. The guide includes a complete transcript of the narration. Space is provided for the teacher to make notes about what to emphasize while teaching. Reproducible student handouts include materials on chronology, questions for preview/review, and projects for research/discussion. (JJ)

### 132. EYES ON THE PRIZE: AMERICA'S CIVIL RIGHTS YEARS

**Executive Producer:** Henry Hampton
**Publisher:** PBS Video and Blackside
**Publication Date:** 1987
**Grade Level:** 8-college
**Materials and Cost:** 6 videos, $59.95 each or $295.00 for series; book, softbound, 72 pp. $2.50
**Subject Area:** Multicultural education, U.S. history

This series focuses on the civil rights movement from 1954-1965. The first program, *Awakenings (1954-1956)*, provides a brief overview of the American social system in the first half of the 20th century; it then focuses on two acts of personal courage–those of Mose Wright and Rosa Parks, both of which marked beginnings in the process of changing the social system. The second program, *Fighting Back (1957-1962)*, focuses on school desegregation in Little Rock and "Ole Miss." The third program, *Ain't Scared of Your Jails (1960-1961)*, looks at the efforts of the Student Nonviolent Coordinating Committee, civil rights as an issue in the 1960 presidential campaign, and the freedom rides. The fourth program focuses on the struggle for change in Birmingham, Alabama, while the fifth program looks at the right to vote, with Mississippi as a focal point. The final program, *Bridge to Freedom (1965)*, continues the examination of voting rights, covering Selma and the Voting Rights Act.

For each program, the sourcebook provides brief primary source materials for student reading. Also available to supplement this outstanding series are a reader and guide for college students and a hardcover book for adults. (LRS)

### 133. FACES OF JAPAN

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| **Publisher:** | TeleJapan USA |
| **Publication Date:** | 1986 |
| **Grade Level:** | 7-adult |
| **Materials and Cost:** | 13 videocassettes plus guide, $100.00 each; $1,000.00 for series |
| **Subject Area:** | Area studies, world cultures, world geography |

This series provides high-interest, in-depth documentary profiles of 13 individuals, each representing a segment of Japanese society. Each biography offers insights into Japanese culture, traditions, and contemporary life and issues while helping to dispel stereotypes of Japan as a society of conformists.

The 13 programs fit well into a range of secondary social studies offerings. *The Story of Noriko* portrays a young woman seeking a satisfying career in a society still very much bound by traditional sex roles. *The Neputa Painter*, *From Swords to Factories*, and *The Sacred Land* look at the place of traditional culture and occupations in contemporary society. *The New Generation*, *Young Baseball Heroes*, and *The Entertainer* present three perspectives on teenage life in Japan. As such, they are of especially high interest to the secondary school audience. *Two Friends, Two Lives*; *The Small Businessman*; and *An American Businessman in Japan* offer case studies of the workplace and economic organization. The three remaining videos—*Diary of a Police Post*, *Running and Running for Mayor*, and *Beyond the Classroom* look at occupations and segments of Japanese society about which Americans know little.

The accompanying viewer's guide provides brief background readings for each video, as well as discussion questions, activities, and high school lesson plans. (LP)

### 134. GUNS AND THE CONSTITUTION

| | |
|---|---|
| **Publisher:** | Center to Prevent Handgun Violence/Lifetime Learning Systems |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Videocassette plus teacher's guide, activity sheets, wall poster, evaluation survey, free |
| **Subject Area:** | Civics, law-related education, U.S. government |

This multimedia kit is designed to inform students about the many sides of the debate over the role of guns in our society. The legal history behind the arguments of gun control opponents and proponents, a case study of a community (Morton Grove, Illinois) that adopted an ordinance banning handguns, and a "Media Watch" are among the activities and resources provided to prepare students for analyzing and debating a current constitutional issue. If used as suggested in the teacher's guide, the unit will take five days to complete. Components such as the 15-minute video may be used independently. (BM)

### 135. INFRASTRUCTURE: AN AMERICAN CRISIS?

**Developer:** Center for Economic Education, University of Kansas
**Publisher:** AGC Education and Research Foundation
**Publication Date:** 1986
**Grade Level:** 9-12
**Materials and Cost:** Filmstrip/cassette plus teacher's guide, free
**Subject Area:** Current issues, economics, U.S. government

Consisting of a 10-minute filmstrip and a teacher's guide with a variety of teaching suggestions, this unit is designed to give high school students an understanding of the importance of maintaining this country's infrastructure (i.e., roads, bridges, public buildings, etc.). The proposed time allotment is anywhere from one day to two weeks depending upon what the teacher wants to cover. The teacher's manual provides an introduction to the issue, an overview of the program including goals and objectives, a glossary, and a selection of teaching ideas designed to relate to the program objectives.

The teaching ideas are divided into four sections. Section 1 has nine activities to help students understand the concept of infrastructure, its historical development, and its importance today. Section 2 contains four activities to show the infrastructure's present condition and how it affects our lives. Section 3 has three activities showing how differing values, economics, and politics all affect the decision-making process. Section 4 has four activities describing the benefits of developing/maintaining the infrastructure in terms of jobs. Worksheets are provided for some activities while others involve group work, research, interviewing skills, guest speakers, etc. to give a variety of learning experiences.

While this could be an interesting and informative unit if begun in the proper learning atmosphere, the illustrations in the filmstrip seem more appropriate for junior high students. The topic, however, is better suited to high school classes. (JE)

### 136. JAPAN REACHES FOR THE 21ST CENTURY

**Publisher:** WETA-TV
**Publication Date:** 1986
**Grade Level:** 9-adult
**Materials and Cost:** Videocassette plus teacher's guide, $30.00
**Subject Area:** Area studies, economics, world cultures, world geography

Originally aired on public television stations, this program examines Japan's rise to global power in the past century and analyzes the country's potential as a 21st-century superpower. Focus segments of the program consider the social and economic aspects of the Japanese workplace, women in the labor force, the educational system, and the government-business relationship. The nation's strengths – industriousness, skill at adaptation, group identity and commitment – are weighed against potential weaknesses – a rapidly aging society, social isolation – in assessing Japan's role in international affairs.

The program provides a comprehensive overview of late-20th-century Japan. However, because the program was originally developed with the public television audience in mind, the style of presentation is not particularly well-suited to secondary school audience. Students may find segments of the program difficult or tedious to follow. The teacher's guide is brief, providing an introductory essay, discussion questions, and recommended readings. (LP)

### 137. LIVING IN SPACE

**Publisher:** Hawkhill Video

**Publication Date:** 1987

**Grade Level:** 10-12

**Materials and Cost:** Videocassette plus teacher's guide, $118.00

**Subject Area:** Science-related issues

This narrated videotape provides an overview of space exploration and humanity's desire to push ever deeper into the unfamiliar reaches of space. The program beings with an introduction of Constantin Tsiolkovskii, the Russian space visionary. The film traces the development of humanity's forays into space from the early experiments with rocket propellants to the Americans' first landing on the moon. The video portion of the production uses still photographs to accompany the narration. The teacher's guide provides a written script of the narration, a bibliography, and suggestions for further research and discussion. (TY)

### 138. MEDICAL TECHNOLOGY

**Publisher:** National Geographic Society

**Publication Date:** 1986

**Grade Level:** 7-12

**Materials and Cost:** Videocassette plus teacher's guide, $235.00

**Subject Area:** Science-related issues

This 25-minute video program examines the technological advances that have been made in the field of physical medicine. The program focuses on how these new technologies have made life easier for both the physician and the patient. Special attention is given to new techniques in orthopedic and prenatal medicine. The program emphasizes how medical technology serves to improve the quality of life for all. A teacher's guide is included with the program. Objectives, difficult vocabulary, and follow-up activities are included in the guide. (TY)

### 139. NATIONAL ISSUES FORUM SERIES

**Publisher:** Domestic Policy Association (Distributed by Kendall/Hunt Publishing Co.)

**Publication Date:** 1987-88

**Grade Level:** 9-adult

**Materials and Cost:** 6 books, softbound, 22-40 pp, $2.00 each; 2 audiocassettes,$9.00 each; 2 videocassettes $35.00 each

**Subject Area:** Current issues, law-related education

Based on the philosophy that citizens can engage in productive discussion about public issues, these materials are based on a series of nonpartisan meetings held nationwide each year. Annual conveners choose three topics for discussion; issues books and audiovisual materials are then published to frame the debate by laying out the choices and their respective costs. New titles published during 1987 and 1988 were: *The Superpowers: Nuclear Weapons and National Security*; *The Grade Gap: Regaining the Competitive Edge*; *Freedom of Speech: Where to Draw the Line*; *Health Care for the Elderly: Moral Dilemmas, Mortal Choices*; *Coping with AIDS: The Public Response to the Epidemic*; and *The Public Debt: Breaking the Habit of Deficit Spending*. Each of the texts in the series (now 18 titles in all) contains three to six chapters focusing on various aspects of the general topic. Although no teacher's guides are provided, the materials make good classroom readings due to their short, easy-to-read, well-illustrated format. The ample use of political cartoons make these materials especially appealing. Each booklet concludes with suggestions for further reading, an order form, and a forum evaluation questionnaire. (LH)

### 140. NUCLEAR NIGHTMARE, THE: A FORUM FOR TEEN EXPRESSION

**Author:** Larry Steven Nelson (teacher's guide)
**Publisher:** United Learning
**Publication Date:** 1986
**Grade Level:** 10-12
**Materials and Cost:** Videocassette, teacher's guide, $89.95
**Subject Area:** Current issues, nuclear education

Intended to stimulate discussion about the threat of nuclear war, this 40-minute video provides basic knowledge about the nuclear age. The goal is to provide students with a forum for expressing what is on their minds about nuclear war and peace and relieve some of the anxiety people feel by making them feel less isolated and, through knowledge and discussion, more optimistic that the problem can be solved. The film incorporates detailed interviews with dozens of young people along with the views of experts and educators across the country. Segments of relevant popular music videos are interspersed to create an upbeat, high-interest quality that is likely to create enthusiasm among adolescents and young adults. Intertwined through the program is information on the history of the bomb and its effect on people's lives. In the teacher's guide, it is recommended that all teenagers and adults be given the opportunity to write about and discuss the program. Ideas and handouts for encouraging writing and discussion are provided. Despite the controversial nature of the topic, the film is presented in a tasteful, informed, and positive manner. (LH)

### 141. POST WORLD WAR II AMERICA

**Publisher:** United Learning
**Publication Date:** 1986
**Grade Level:** 7-9
**Materials and Cost:** 6 filmstrip/cassettes plus teacher's guide, duplicating masters, $200.00
**Subject Area:** Current issues, science-related issues, U.S. history

This unit of study introduces students to the major historical events that have occurred since World War II. Six sound filmstrips are: (1) *The Cold War*, (2) *The Vietnam Conflict*, (3) *Trouble in Foreign Lands*, (4) *The Political Scene*, (5) *Society Changes*, and (6) *Science and Technology*.

The teacher's guide contains scripts of recorded narration, objectives of each lesson, detailed instructional procedures, follow-up activities, discussion questions, student projects, and testing materials. Twenty-six pages of duplicating masters are provided. (JJ)

### 142. ROBOTIC REVOLUTION, THE

**Publisher:** National Geographic Society
**Publication Date:** 1986
**Grade Level:** 7-12
**Materials and Cost:** Videocassette, teacher's guide, $216.00

| | |
|---|---|
| **Subject Area:** | Science-related issues |

Will robots eventually become an indispensable tool of production in the workplace? This program explores the development and uses of robots in industry today. The film focuses on Japan, where robots are increasingly used for a variety of tasks. Sophisticated robots capable of "thought" through the analysis of external stimuli are discussed, as are robots that can traverse difficult terrains in the execution of their duties. The program concludes with a discussion of the cost of robotics in light of the displacement of a human labor force. The teacher's guide succinctly spells out objectives, lists vocabulary that may increase student comprehension, and presents a variety of activities that might be used after viewing. (TY)

### 143. SEARCH FOR THE COMMON GROUND

| | |
|---|---|
| **Publisher:** | Educational Film and Video Project |
| **Publication Date:** | 1986 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | 2 videocassettes, $125.00 and $95.00 |
| **Subject Area:** | Nuclear education, social studies |

The first program in this two-part set features the director of the Harvard Nuclear Negotiation Project, Dr. William Ury, interviewing pairs of experts on four topics related to national security. The point of these interviews is to highlight areas of agreement, rather than disagreement, between opposing viewpoints. Several questions are examined: national security and human rights, the need for intelligence gathering, the relationship that exists between national security and religious matters, the development and deployment of star wars defense systems, and steps that can be taken to prevent nuclear war. These studio interviews were all conducted on the same sound stage. The audio portion of the tape is acceptable, but not excellent. No teacher's guide is available. The second program, which was not reviewed, shows how people with opposing viewpoints can reach agreement on specific points related to the threat of nuclear war. (TY)

### 144. SKOKIE: RIGHTS OR WRONG?

| | |
|---|---|
| **Producer:** | Sheila Chamovitz |
| **Distributor:** | New Day Films |
| **Publication Date:** | 1987 |
| **Grade Level:** | 9-12 |
| **Materials and Cost:** | Videocassette plus teacher's guide, $225.00 |
| **Subject Area:** | Law-related education, U.S. government, U.S. history |

Described as a "guaranteed discussion starter" about racism, anti-Semitism, the Holocaust, our legal system, and democracy, this 27-minute film documents the legal and ethical crisis posed when the American Nazi Party chose to demonstrate in Skokie, Illinois (the home of many death camp survivors). Through scenes of the angry demonstration and interviews with Nazi leaders, their American Civil Liberties Union (ACLU) attorneys, Holocaust survivors, and Reverend Jesse Jackson, a drama unfolds around issues of freedom of speech. The events in Skokie represented a collision of two strongly held values: a constitutional guarantee of unrestricted freedom of speech and a deep moral aversion and fear of Nazism. A study guide accompanying the film presents an introduction, background on the film, a summary recapping the spectrum of opposing values, an update on the Skokie controversy, and suggested teaching activities. Teaching suggestions are intended to help students wrestle with the constitutional and moral issues implicit in the march in Skokie. (LH)

### 145. STAR WARS: A SEARCH FOR SECURITY

| | |
|---|---|
| **Producer:** | San Francisco-Bay Area Physicians for Social Responsibility |
| **Publisher:** | Educational Film and Video Project |
| **Publication Date:** | 1986 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Videocassette, $95.00 |
| **Subject Area:** | Current issues |

This 30-minute program, narrated by television star Ed Begley, Jr., opens with the question, "What do you know about the star wars defense system?" People on the street answer the question in a variety of ways, proving the need for greater clarification about one of the nation's most controversial defense systems. The program features both proponents and critics of the system, allowing students to form their own opinions after learning more about this defense system. There is no teacher's guide available to accompany this film. (TY)

### 146. URBAN TURF: FOCUS ON STREET GANGS

| | |
|---|---|
| **Author:** | Randall B. Sims (leader's guide) |
| **Publisher:** | United Learning |
| **Publication Date:** | 1986 |
| **Grade Level:** | 10-adult |
| **Materials and Cost:** | Videocassette plus leader's guide, $89.95 |
| **Subject Area:** | Current issues, law-related education, sociology |

This 20-minute program refers to the "Bowery Boys" and the "East Side Kids" to illustrate that the gang problem has been prevalent for decades. Evidence of the seriousness of today's gang problem is presented in the form of stark testimonies from current gang members in major cities and interviews with experts concerning solving the gang problem. *Urban Turf* is particularly concerned with inner-city black and Hispanic gangs, which are more violent and criminal than in past decades. Intended to enhance viewer awareness and understanding of the gang problem, the film describes predictions a national gang researcher made in 1976 and portrays the contemporary gang problem in a manner that convinces viewers of the urgency of finding some solutions. The program presents some of the most promising strategies for the prevention and control of the gang problem, including the successful model "Crisis Intervention Network" Program in Philadelphia and Los Angeles. Both programs work with the community and get their impetus from the community's desire to control gangs by mobilizing parents, youth, social resources, jobs, and other economic resources that expand the opportunities of urban youth. Such a program can be used as an example for teachers interested in stressing the importance of community involvement as a means of approaching complex social problems. An accompanying guide encourages teenagers and adults to write about and discuss the program and provides relevant handouts for doing so. (LH)

### 147. VIETNAM: A CASE STUDY FOR CRITICAL THINKING

| | |
|---|---|
| **Author:** | Kevin O'Reilly |
| **Publisher:** | Educational Audio Visual |
| **Publication Date:** | 1987 |
| **Grade Level:** | 10-12 |

**Materials and Cost:** Videocassette plus teacher's guide, reproducible student materials, $104.00

**Subject Area:** U.S. history

This video program presents two opposing interpretations of the Vietnam War: (1) U.S. involvement was wrong from the beginning, and (2) the U.S. was justifiably involved and should have actively sought a complete victory to end the war. Instructional objectives address critical thinking goals. Hence, each presentation is biased, comprised of a composite of arguments and viewpoints often represented in these opposing interpretations of the Vietnam War. Printed materials include a comprehensive program guide with detailed instructions on the use of the 52-minute video. Also included are more than 20 pages of reproducible student materials: glossary, timeline, maps, texts of both narratives, discussion questions, methods of evaluating evidence, ways to identify frame of reference, ideas for additional research, and a bibliography. (JJ)

### 148. WOMEN IN AMERICAN LIFE

**Authors:** Mary Ruthsdotter and Bonnie Eisenberg

**Publisher:** National Women's History Project

**Publication Date:** 1988

**Grade Level:** 7-12

**Materials and Cost:** 4 videocassettes plus discussion guide, $110.00 each; or $395.00 for series

**Subject Area:** U.S. history, women's studies

This four-part video documentary of the experiences and contributions of women in American life provides a vehicle for introducing women's history into social studies and U.S. history classes. The black-and-white videos combine fact-filled narrative with a series of historical photographs depicting women's roles in the family, the labor force, social movements, and political affairs. Also featured are issues of concern to women, social attitudes, and images of women in the media. The first program, *1861-1880: Civil War, Recovery, and Westward Expansion*, describes women's multiple contributions during the war effort, emancipation's impact on the lives of black women in the South, the freedmen's schools movement, westward expansion from the perspective of American Indian, Mexican, and European-American women, and growing interest in women's rights. Program 2, *1880-1920: Immigration, New Work, and New Roles*, deals with immigrant women during America's industrialization, contrasts between Eastern immigrant life and the changing lives of American Indian, Mexican, and Chinese women in the United States, and the evolution of female contributions to the work world between 1880 and 1920. Program 3, *Cultural Images and Economic Reality*, describes post World War II employment opportunities, movies, new clothing styles, new legislation, and changing attitudes of women. The final film, *1942-1955: War Work, Housework, and Growing Discontent*, focuses on economic and social forces and their impact on women's lives as the nation moved, into the modern period. The discussion guide features scripts of the program, questions for discussion, a list of key personalities, and suggested resources. (LH)

### 149. WOMEN IN JAPAN

**Publisher:** Glenhurst Publications

**Publication Date:** 1986

**Grade Level:** 9-adult

**Materials and Cost:** Book, softbound, $9.95; 2 filmstrip/cassettes and printed script, $40.00; teacher's guide, softbound, $2.50

**Subject Area:** Area studies, sociology, women's studies, world cultures, world history

Part of the *Women in World Area Studies* series, this multimedia curriculum unit provides a comprehensive study of Japanese women from both historical and contemporary perspectives. The material is excellently and thoroughly researched. The student reader, which is amply illustrated, consists of 34 sections tracing the role of women in Japan from ancient times to the present. Sample sections are: women and religion, women writers of the Heianj period, the Samurai ideal and women, Japanese feminists, women during World War II, and contemporary women's issues in Japan.

The sound filmstrips, which present a visual history of women in Japan through art, drawings, and photographs, reinforce and enhance material presented in the student book. The teacher's guide contains methods, answer keys, and a unit test. (LP)

### 150. WOMEN IN SCIENCE

| | |
|---|---|
| **Publisher:** | Hawkhill Video |
| **Publication Date:** | 1987 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Videocassette plus teacher's guide, $118.00 |
| **Subject Area:** | Science-related issues, women's studies |

This 32 1/2-minute program is divided into two sections. Part 1, "Women in Science Yesterday" (running time 15 1/2 minutes), describes the difficulty women had in advancing through the scientific ranks because of the difficulty they had in attaining higher education. The program highlights the accomplishments of Marie Curie and other women, who despite tremendous odds, were able to make significant contributions to civilization through their scientific study. Part 2, "Women In Science Today" (running time 17 minutes), traces the advances made in recent years by women seeking a position in the scientific community. Five women scientists, including astronaut Sally Ride, are interviewed about their careers and the decisions they had to make in order to get where they are today. (TY)

### 151. BULLETS AND BALLOTS

| | |
|---|---|
| **Publisher:** | Roosevelt Center for American Policy Studies |
| **Publication Date:** | 1987 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Game, $29.95 |
| **Subject Area:** | Area studies, current issues, political science |

Set in 1990, the purpose of this game is to introduce players to the problems confronting many of the countries of Central America such as poverty, revolution, and power politics. It also suggests some of the problems that concern our foreign policy-makers. The game is designed to be played by 20-40 people and should take between 1 1/2 to 2 hours to complete. Materials include a 17-page *Game Leader's Manual*, an informational pamphlet entitled *Trouble at Our Doorstep: Public Attitudes and Public Policy on Central America*, and the game materials.

Players read about the setting, game rules, and background information on Guatemala, where the game is set. They then receive briefing papers on the roles they are to play. Possible roles include the Guatemalan government, guerillas, military/wealthy, peasants and workers, and the U.S. government. Each of these groups is competing for votes and power in an upcoming national, presidential election. The briefing papers include information on who they are, how they feel about the other groups, and possible strategies/actions they may want to take during the game. The game then begins with a 15-minute strategy session in which teammates decide upon their course of action. After issuing short "position statements," teams try to accomplish their aims in three 15-minute periods. Each represents a month of an electoral period at the conclusion of which there is to be an election. The game ends with the election followed by a debriefing.

This is a rather complex simulation but well worth the effort to implement it in the classroom. It would serve as an excellent springboard for further discussion and research and is perhaps best used in either 11th or 12th grade. (JE)

### 152. DEBT GAME, THE

| | |
|---|---|
| **Author:** | Patricia Brady |
| **Publisher:** | American Friends Service Committee |
| **Publication Date:** | 1987 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Game, $35.00 |
| **Subject Area:** | Current issues, economics, global studies |

In this simulation, students take on the roles of representatives of a developing nation, industrial nation, or the international banking community. There are three rounds of structured buying and selling weighted against the group representing the developing nation. This phase is designed so the participants will feel the pinch of the game's rules and desire to change them, much as developing nations want to change the international economic system. There are then two rounds of buying and selling during which the players are urged to change the rules and look for alternatives to the present system. Upon completion of the five rounds of buying and selling, there is a final discussion/debriefing session. Playing time is suggested to be two hours.

Materials include an instructor's manual providing an overview of the game and detailed instructions on how to play it, playing materials, and a background information article on Third World debt. A nice feature is the three-page section of debriefing/discussion ideas. A page is also dedicated to suggestions for using the game in the classroom. Finally, several pages cite additional resources and possible actions individuals or groups might take with regard to this problem.

This simulation was not designed primarily for the classroom. It is fairly complex, and teachers should expect to spend some extra time making sure they understand the rules. They will also need some time to set up a playing area. (JE)

### 153. GREAT AMERICAN LIVES: JOHN F. KENNEDY

| | |
|---|---|
| **Author:** | Bill Lacey |
| **Publisher:** | Interact |
| **Publication Date:** | 1986 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Game, $10.00 |
| **Subject Area:** | U.S. history |

Part of a series designed to acquaint students with important figures from American history, this activity provides a creative, active setting for learning about the life and times of John F. Kennedy. It is a play based on the idea of the television series "This Is Your Life" and would be appropriate for either an introduction to the 1960s or as an interesting study of a man who influenced history.

The package contains a brief three page teacher's guide providing an overview of the "actors" involved, teaching suggestions, ideas for shortening or lengthening the activity, and staging directions with helpful ideas for improving the production. There is also a preproduction timeline to help first-timers get organized.

To stage the complete production, the teacher would need 14 students: a moderator (this could be a teacher position), 11 actors/actresses, a stage manager, a cue card holder, and 3-5 days (class periods). The activity is run on a question-and-answer format with the moderator asking questions of guests as they recall their memories of JFK. A strong point of this activity is the background information provided for the "guest" roles so that they can answer the moderator's questions. This requires the actors to digest the information and possibly prepare answers in advance.

This is the type of activity in which many students would enjoy participating. (JE)

### 154. WILDFIRE

| | |
|---|---|
| **Publisher:** | Roosevelt Center for American Policy Studies |
| **Publication Date:** | 1986 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | Game, $29.95 |
| **Subject Area:** | Nuclear education |

This game, produced by the Roosevelt Center, teaches students about the spread of nuclear weapons around the globe. The simulation places students in negotiating positions with a sense of frightening reality. The game is made up of three packages: "Crisis Control," "Negotiations," and an additional materials pack that includes country badges (one-time use if peeled), a teacher's guide, and background information that may be used to increase students' awareness of the conflict that exists between Pakistan and India. The game leader's packet contains learning objectives, an overview of the game, and step-by-step instructions for proceeding through the material. Players are assembled into units, with each representing one of five countries: China, the United States, USSR, India, or Pakistan. Players move through the negotiation stages until they reach agreement or permanent dispute. Following the game, students are provided the opportunity to assess the options currently available for stopping the spread of nuclear weapons. (TY)

# TEACHER RESOURCE MATERIALS

| Entry No. | Title | Page No. |
|---|---|---|
| 155. | Active Learning in Social Studies | 135 |
| 156. | American Memory: A Report on the Humanities in the Nation's Public Schools | 135 |
| 157. | Aspects of America | 136 |
| 158. | Building a Global Civic Culture | 136 |
| 159. | Census Education Project: 1988 | 137 |
| 160. | Children and Social Studies: Creative Teaching in the Elementary School | 137 |
| 161. | Critical Viewing of Television, The: An Educator's Handbook | 138 |
| 162. | Cultural Literacy: What Every American Needs to Know | 138 |
| 163. | Computer-Based Education in the Social Studies | 139 |
| 164. | Economics: A Resource Book for Secondary Schools | 139 |
| 165. | Education for Democratic Citizenship: Decision Making in the Social Studies | 140 |
| 166. | Elementary School Social Studies: Research as a Guide to Practice | 141 |
| 167. | Getting Acquainted and Raising Questions | 141 |
| 168. | Global Issues Series | 142 |
| 169. | History-Social Science Framework for California Public Schools | 142 |
| 170. | Japan in the Classroom: Elementary and Secondary Activities | 143 |
| 171. | K-6 Geography: Themes, Key Ideas, and Learning Opportunities | 143 |
| 172. | National Security in a Nuclear Age | 144 |
| 173. | Public Places: Exploring Their History | 144 |
| 174. | Science/Technology/Society | 145 |
| 175. | Small-Size Economics: Lessons for the Primary Grades | 146 |
| 176. | Studying Russian and Soviet History | 146 |
| 177. | Teacher's Resource Guide: Lessons on Current U.S. Foreign Policy Issues | 147 |
| 178. | Teaching About Africa: Tradition and Change | 147 |
| 179. | Teaching About the Future: Tools, Topics, and Issues | 148 |
| 180. | Teaching About Korea: Elementary and Secondary Activities | 148 |
| 181. | Teaching History in the Elementary School | 149 |
| 182. | Teaching Social Studies in the Elementary School: Issues and Practices | 149 |
| 183. | Those Bloomin' Books: A Handbook for Extending Thinking Skills | 150 |

Entry No. Title Page No.
184. U.S. History, Book 1 and Book 2 . . . . . . . . . . . . . . . . . . . . . . . . . 150
185. What Do Our 17-Year-Olds Know? . . . . . . . . . . . . . . . . . . . . . . . . 151
186. World Cultures and Geography . . . . . . . . . . . . . . . . . . . . . . . . . . 152
187. Worldways: Bringing the World into the Classroom . . . . . . . . . . . . . . . 152
188. Young and the Old, The: A Sourcebook on Aging . . . . . . . . . . . . . . . . 153

## BIBLIOGRAPHIES/DIRECTORIES

189. Learning About the Soviets: Selected Teaching Resources . . . . . . . . . . . 153
190. New Global Yellow Pages, The . . . . . . . . . . . . . . . . . . . . . . . . . . 154
191. Review of Resources: Teaching Law and the Constitution . . . . . . . . . . . 154
192. Selected Ethnic Literature: An Annotated Bibliography of Twelve Ethnic Groups . . . . . . . . . . . . . . . . . . . . . . . . . 154
193. Women's History: A Recommended Core Bibliography . . . . . . . . . . . . . 154
194. Women in the World: Annotated History Resources for the Secondary Student . . . . . . . . . . . . . . . . . . . . . . . . . . 154

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Teacher Resource section written by Laurel R. Singleton.

## 155. ACTIVE LEARNING IN SOCIAL STUDIES

| | |
|---|---|
| **Authors:** | Roberta Woolever and Kathryn P. Scott |
| **Publisher:** | Scott, Foresman/Little, Brown |
| **Publication Date:** | 1988 |
| **Grade Level:** | K-8 |
| **Materials and Cost:** | Book, hardbound, 504 pp, $25.56 |
| **Subject Area:** | Social studies teacher education |

This book is a text for preservice methods courses on teaching social studies in the elementary and middle grades, but it should also be of use to inservice teachers. The text is based on the notions that teachers are decision makers and that the primary purpose of social studies education is to "teach students how to make and act on rational decisions, both as individuals and group members." The first section of the book reviews research on social studies, the history of social studies education, and relevant research on child development and educational psychology.

The second section of the book looks at the substance of social studies—the decision-making process, the nature of science and knowledge, and the social science disciplines. The final—and by far the longest—section of the book looks at approaches to teaching. Topics covered include the unit approach to teaching (with considerable emphasis on advantages and disadvantages of using textbooks as part of this approach); selecting and writing knowledge, skill, and affective objectives; developing daily lessons (with emphasis on the work of Madeline Hunter); individualizing instruction; teaching to promote higher level thinking; teaching strategies related to knowledge, skills, and values; ways to promote equity in the classroom; and evaluation.

This text contains a wealth of information. It gives somewhat short shrift to content, based on the assumption that preservice teachers will have adequate coursework in the field. Unfortunately, however, this may not be true for many elementary teachers.

## 156. AMERICAN MEMORY: A REPORT ON THE HUMANITIES IN THE NATION'S PUBLIC SCHOOLS

| | |
|---|---|
| **Author:** | Lynne V. Cheney |
| **Publisher:** | National Endowment for the Humanities (Distributed by U.S. Government Printing Office) |
| **Publication Date:** | 1987 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Book, softbound, 35 pp, $4.00 |
| **Subject Area:** | Humanities, U.S. history |

One of the reports contributing to the current debate on the place of history in the curriculum, this booklet features the following sentence prominently on the first page of text: "The culprit is 'process'—the belief that we can teach our children how to think without troubling to learn anything worth thinking about." This is the main theme of the booklet's first section, which equates social studies with process and courses that are "soft" academically, including vocational courses.

The book's second section focuses on problems with textbooks, including overreliance on readability formulas, inane content, and dry writing. The political pressures that operate on text publishers are discussed. The third section looks at teachers, focusing primarily on the heavy demands on teacher time and the lack of content preparation in teacher-training institutions. The booklet presents three recommendations: "More time should be devoted to the study of history, literature, and foreign languages," "Textbooks should be made more substantive," and "Teachers should be given opportunities to become more knowledgeable about the subjects that they teach."

This report is essentially a political document that adds little to our understanding of the problems and solutions teachers and scholars are struggling with as the 1980s draw to a close. Familiarity with its recommendations will be enough to participate in the debate.

### 157. ASPECTS OF AMERICA

| | |
|---|---|
| **Publisher:** | World Eagle |
| **Publication Date:** | 1987-88 |
| **Grade Level:** | 5-12 |
| **Materials and Cost:** | 3 sets of black-line masters, 50 pp each, $24.95 per set |
| **Subject Area:** | Economics, geography, sociology |

These three sets of reproducible charts and maps provide information on the following topics: "America's People," "Farms and Food," and "Products and Trade." Some of the graphics are "standards"—a circle graph showing the ethnic make-up of U.S. population, a bar graph of state populations, a line graph of population growth in the nation. Others are more unusual—a four-line graph showing deaths, births, net immigration, natural increase, and net increase from 1960 to 1984; a graph showing distribution of U.S. population by age and sex; and a table showing the likelihood that various groups (by sex, race, region, age, and education) will vote.

Teacher aids include explanatory notes on some of the basic kinds of graphics included in the materials, a brief note or discussion question on each of the graphics, and three quizzes.

Teachers will undoubtedly find these graphics useful in extending content and reinforcing graph- and map-reading skills. Some suggestions for integrating the material into standard courses and exercises to help students interpret the graphics would be useful additions to the series.

### 158. BUILDING A GLOBAL CIVIC CULTURE

| | |
|---|---|
| **Author:** | Elise Boulding |
| **Publisher:** | Teachers College Press |
| **Publication Date:** | 1988 |
| **Grade Level:** | K-adult |
| **Materials and Cost:** | Book, hardbound, 216 pp, $18.95 |
| **Subject Area:** | Civics, current issues, future studies, global studies, peace education |

The combination of subjects listed above indicates the unique nature of this work, which focuses on the development of a "public framework," a "common public interest" for the world community. Boulding stresses the importance of not "obliterating differences or doing violence to deeply held values" in the process of developing a global civic culture. The educational effort required to achieve this goal, Boulding believes, is not just school-based, nor confined to any age group.

The first part of the book provides an overview of the world's current state. Topics examined are transitions needed in governmental institutions, the role of nongovernmental organizations in achieving change, and the problems of resolving conflicts among culturally and ethnically different peoples. The second section of the book deals with developing the skills that are needed to create a peaceful interdependent world. Boulding discusses the problems of knowing, being conscious of our assumed values and those of others. She also examines the skills of imagination, skills not generally addressed in schools. The final chapters look at individual action—how one can become involved in organizations working for change and how one can develop the skills of "peace making."

Many teachers may find this book difficult to read and may question its relevance to their work. However, they should also find it thought-provoking on both a personal and professional level.

### 159. CENSUS EDUCATION PROJECT: 1988

**Publisher:** Bureau of the Census

**Publication Date:** 1988

**Grade Level:** K-12

**Materials and Cost:** Packet containing 9 activities and teacher's guide, free

**Subject Area:** Sociology, U.S. history

The Census Bureau's primary goal in providing this packet of materials for educators (and for developing the packet that will be distributed in 1990) is to generate public knowledge about and a feeling of civic responsibility toward participation in the census (a preliminary count is being held in selected areas in 1988). However, the activities can be used at any time to teach about the census. Topics covered are the history and purpose of the census, the way in which the census is taken, and how census data is used, including how census data affects everyday life.

Activities are provided for all grade levels, with the majority of the activities focusing on the upper elementary and secondary levels. For each activity, the packet provides directions for the teacher and reproducible student worksheets; the first two activities, which are aimed at the early grades, are provided in both English and Spanish. The most common activities are completing worksheets, taking surveys (at the higher grade levels, students design the surveys they use), and analyzing census data in maps and tables.

The Census Bureau also publishes a variety of low-cost maps that teachers will find useful; teaching activities are available for use with some of these maps.

### 160. CHILDREN AND SOCIAL STUDIES: CREATIVE TEACHING IN THE ELEMENTARY SCHOOL

**Author:** Murry R. Nelson

**Publisher:** Harcourt Brace Jovanovich

**Publication Date:** 1987

**Grade Level:** K-6

**Materials and Cost:** Book, hardbound, 384 pp, $24.00

**Subject Area:** Social studies teacher education

The author of this social studies methods text believes that social studies should educate students "about what makes people unique as living creatures, as products of various cultures, and as individuals." He argues strongly that social studies teachers must connect fields of knowledge, rather than teaching particular bodies of facts. He also reminds readers that the "classroom should not be a static place."

To prepare preservice teachers to meet the goals he establishes, Nelson organizes his book into five major sections. "The Educational Environment" contains chapters on the school setting, the history and definition of social studies, and the use of the unit in teaching social studies. A unit entitled "Kids Are People, Too" contains chapters on values and exceptional students of various kinds. The unit on "Teaching Strategies" includes chapters focusing on lecture, inquiry, and guided discovery; role play, case studies, and group decision making; using community resources; computer simulations and games; and using the media. The "Essential Skills in Social Studies" covered in the fourth unit are map and globe skills as well as chronology, questioning, and language skills. In the final unit, Nelson looks at such "Issues to Ponder" as legal and global education, evaluation, controversy and censorship, and becoming a professional teacher.

This methods text is somewhat different from most others in that the author uses many personal vignettes – relating to his life as both a student and teacher – to illustrate his points. These personal experiences, which have clearly shaped his views, enliven the reading. Some of the topics he addresses are also often omitted from other methods texts, with the educational environment being especially notable in that regard. Given the author's emphasis on integrating fields of knowledge, some additional coverage of content and how to integrate content would be helpful.

### 161. CRITICAL VIEWING OF TELEVISION, THE: AN EDUCATOR'S HANDBOOK

**Author:** John Splaine
**Publisher:** Critical Thinking Press
**Publication Date:** 1987
**Grade Level:** K-12
**Materials and Cost:** Book, softbound, 73 pp, $5.95
**Subject Area:** Language arts, social studies skills

This handbook for social studies and language arts teachers emphasizes "the necessity for the critical viewing of television rather than its passive acceptance," with the goal of reducing the time students spend watching television. The author believes that critical viewers will seek a more substantive basis for public discourse than television.

The substance of the book is provided in four major chapters. The first of these introduces some technical aspects of television that affect what viewers see. It also discusses how excessive exposure to television may have affected students' abilities and expectations. Activities and discussion questions conclude the chapter. The next chapter focuses on critical viewing of television news, emphasizing how the news is generated and the importance of using primary source material in arriving at conclusions. The following chapter covers three different but related topics: misuse of language on television, political debates and commercials, and other kinds of television advertising. The final substantive chapter focuses on use of primary video resources – unedited video recordings of an event, interview, etc. – providing an example of how such resources can be analyzed in the classroom. A fairly extensive annotated bibliography concludes the book.

This handbook provides food for thought, as well as some case studies, questions, and cartoons that can be used in the classroom. Although more suggestions for teaching strategies would improve the book, it is a useful resource for social studies and language arts teachers.

### 162. CULTURAL LITERACY: WHAT EVERY AMERICAN NEEDS TO KNOW

**Author:** E.D. Hirsch, Jr.
**Publisher:** Houghton Mifflin
**Publication Date:** 1987
**Grade Level:** K-adult
**Materials and Cost:** Book, hardbound, 268 pp, $16.95
**Subject Area:** Language arts, U.S. history, world history

Hirsch's best-selling book has created a great deal of furor in education and social studies particularly. The book contains four major components:

- A review of the research on reading, which he concludes indicates that reading is more than mere decoding of words; it is a communicative process based on background knowledge. By the fourth grade, lack of background knowledge appears to put disadvantaged students behind in reading comprehension.
- A discussion of why national language and culture are important in a pluralistic society.

- Hirsch's analysis of how and why the schools have failed to develop cultural literacy and his suggestions for addressing the problem at the earliest grade levels.
- "The List," compiled by Hirsch and two colleagues, of "What Literate Americans Know."

Hirsch's book has been reviewed – both favorably and unfavorably – in numerous journals. Suffice it to say here that it is recommended reading for social studies teachers because it is a central element in the current debate on future directions in social studies.

### 163. COMPUTER-BASED EDUCATION IN THE SOCIAL STUDIES

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|---|---|
| **Authors:** | Lee H. Ehman and Allen D. Glenn |
| **Publisher:** | Social Studies Development Center and ERIC Clearinghouse for Social Studies/Social Science Education |
| **Publication Date:** | 1987 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Book, softbound, 74 pp, $8.00 |
| **Subject Area:** | Computer education, social studies |

This monograph addresses four major questions: What is the status of computers in social studies education? What does research say about the effectiveness of computer use in the social studies? How can teachers use the technology in their classrooms? What issues related to computers will social studies educators have to face in the future?

In reviewing the status of computer use in social studies, the authors found that usage is low due to lack of equipment, software, teacher training, and experience. Research on effectiveness of instruction using computers indicates some positive gains in such intellectual skills as information processing and data classification. Research related to how computers affect the way teachers work, the instructional process, and the social studies curriculum is inconclusive. From this review, the authors turn to issues related to how teachers can incorporate computers into social studies instruction; these include questions about personal (teacher) competence, teaching content and skill (this section contains examples of specific uses of computers), availability of hardware, quality of software, management problems, and evaluation of computer lessons. The final chapter looks at current and future trends and identifies research needed.

This is a well-written and thoughtful book. Its general nature probably limits its usefulness to those studying computer use in social studies rather than those using computers in the classroom.

### 164. ECONOMICS: A RESOURCE BOOK FOR SECONDARY SCHOOLS

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|---|---|
| **Authors:** | James E. Davis and Regina McCormick |
| **Publisher:** | ABC-Clio |
| **Publication Date:** | 1988 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Book, hardbound, 370 pp, $25.00 |
| **Subject Area:** | Economics |

This volume is the first in a series entitled *Social Studies Resources for Secondary School Librarians, Teachers, and Students*. The book's organizational scheme will be used in other titles, which will cover geography, U.S. history, world history, global studies, and civics/government. The first chapter provides a nontechnical introduction to the discipline of economics. The second chapter presents "A Chronology of American Historical Events and Their Economic Significance."

Chapter 3 includes brief biographies of 16 prominent economists while chapter 4 deals with the data economists analyze. Twenty-four tables of data are presented.

The remainder of the book – over two-thirds of the pages – is devoted to listings of resources: organizations, associations, and government agencies; reference works (atlases, bibliographies, dictionaries, periodicals, etc.); and classroom materials (computer software, games and simulations, multimedia kits, textbooks, etc). A glossary of economic terms and index conclude the book.

This book has multiple purposes – serving as an introduction to the discipline and as a guide to research for students, teachers, and librarians. The book is most useful as a resource guide for teachers and librarians although it can also assist students in identifying sources of information. Because of the brevity of the treatment, it is less successful as an introduction to the discipline.

### 165. EDUCATION FOR DEMOCRATIC CITIZENSHIP: DECISION MAKING IN THE SOCIAL STUDIES

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|---|---|
| **Authors:** | Shirley H. Engle and Anna S. Ochoa |
| **Publisher:** | Teachers College Press |
| **Publication Date:** | 1988 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Book, softbound, 230 pp, $16.95 |
| **Subject Area:** | Citizenship education, social studies |

These authors believe that citizenship education is the primary goal of social studies education. However, unlike most writers, these authors squarely confront the conflict between socialization – learning to be loyal citizens with the habits such citizens have – and countersocialization – learning to think critically about the state and participate in its improvement. The first section of the book provides a rationale for "a curriculum designed to promote democratic citizenship." In developing the rationale, Engle and Ochoa look at the implications of the democratic ideal for the social studies, the knowledge and skills citizens need, selection of content and teaching methods to promote students' reasoning abilities, the relationship of social studies and humanities in citizenship education, reflective decision making, and implications of research on learning for a decision-making curriculum. The final chapter in this section examines the current status of social studies education, concluding that too many social studies programs now consist of simplified social sciences. The authors recommend moving to critical study of the social sciences and social problems, using a "hypothetical model" as the primary method of instruction.

The second section of the book looks at how the authors' recommendations for curriculum change would be implemented. They suggest that the problems approach they recommend can be incorporated into the existing course structure through a focus on selected topics in great depth. Strands recommended for inclusion are: environmental studies, institutional studies, cultural studies, social problems, problems in decision making, internships in citizenship, and electives (economics, political science, sociology, anthropology, and journalism). The authors also recommend developing a democratic school environment to support the learning in the formal curriculum. Chapters look at reflective teaching practices and student assessment.

The authors have provided a well-thought-out rationale for citizenship education. Perhaps its only weakness is an overreliance on Piaget in the chapter on learning; newer work on learning and development is not mentioned. Near the end of the book, the authors say, "The changes entailed by this curriculum are many." This is true, and the information in the implementation section does not fully explain how those changes would be accomplished. Perhaps another book is in order.

## 166. ELEMENTARY SCHOOL SOCIAL STUDIES: RESEARCH AS A GUIDE TO PRACTICE (BULLETIN NO. 79)

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|---|---|
| **Editor:** | Virginia A. Atwood |
| **Publisher:** | National Council for the Social Studies |
| **Publication Date:** | 1986 |
| **Grade Level:** | K-6 |
| **Materials and Cost:** | Book, softbound, 188 pp, $8.95 |
| **Subject Area:** | Social studies |

The purpose of this bulletin is to begin to develop a rationale for advocating the importance of elementary social studies and to make available current data on "how and when children develop concepts, skills, and attitudes associated with social studies." The first chapter describes the status of elementary social studies and proposes a rationale for the program.

Subsequent chapters review the research on elementary students' learning of concepts related to citizenship and law-related education, intercultural and multicultural education, geography, history, economics, anthropology, and sociology. The chapter authors draw some implications for classroom practice. A very practical chapter looks at the research on learning and instruction, providing many suggestions for teachers. The remaining chapters discuss elementary teacher education and certification, parent involvement, and advocating early childhood social studies.

This volume contains much information of use to elementary teachers. Given that most elementary social studies programs use an interdisciplinary approach, rather than a discipline-based one, an article synthesizing the works on the various disciplines would have been a useful addition.

## 167. GETTING ACQUAINTED and RAISING QUESTIONS

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|---|---|
| **Project Director:** | Roberta Snow |
| **Publisher:** | Educators for Social Responsibility |
| **Publication Date:** | 1986 |
| **Grade Level:** | 3-12 |
| **Materials and Cost:** | 2 books, softbound, 73 and 97 pp, $10.00 each |
| **Subject Area:** | Area studies, peace education |

The publisher of these two resources is an organization dedicated to the search for peace. To achieve that goal, they believe Americans must learn more about the history, geography, people, and government of the Soviet Union. That is the overarching goal of these two books – one (*Getting Acquainted*) for grades 3-7 and the other (*Raising Questions*) for grades 8-12.

Each volume presents a rationale for teaching about the Soviet Union, as well as tips for using the activities and a list of recommended resources for teaching about the Soviet Union. The elementary volume presents 15 activities. Students are involved in a class brainstorming/webbing activity on what they know about the Soviet Union, interviewing adults about their perception of that nation, talking with guest speakers about the Soviet Union, completing a puzzle on the Soviet republics, studying the Cyrillic alphabet, and playing a "20 Questions" style game, among other activities. The secondary book contains ten activities on such topics as communism, American views on the Soviet Union, media coverage of that nation, dissent from the viewpoints of the KGB and a dissident, and school rules. Teaching strategies include analyzing material translated from the Soviet press, role playing, classifying *New York Times* articles on the Soviet Union, analyzing political cartoons, and discussion.

These resources – especially the secondary volume – include a wealth of material that should be useful to teachers whether they share ESR's political viewpoint or not.

### 168. GLOBAL ISSUES SERIES

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|---|---|
| **Authors:** | Various |
| **Publishers:** | Social Science Education Consortium and Center for Teaching International Relations |
| **Publication Date:** | 1987-89 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | 3 books, softbound, 127-176 pp, $21.95 each |
| **Subject Area:** | Global studies |

This series includes books for elementary grades (K-6), intermediate grades (5-8), and high school (9-12). The elementary book, which includes 24 activities, is completely new. Activites are organized into five sections: "Introduction to Global Awarenes," "Studying Human Values," "Studying Global Systems," "Studying Global Issues and Problems," and "Studying Global History." The intermediate book, which is a major revision of a book published in 1981, is organized similarly and also contains 24 activities. Both books include a wide range of teaching strategies and masters for many handouts.

The high school book is a moderately revised version of a work published in 1978. All the data – which is plentiful – has been updated. The topics (global awareness, world trade and economic interdependence, global conflict and the arms race, economic development and foreign aid, environment and technology, energy and natural resources, and human rights) and strategies (a strong emphasis on data analysis) of the book's 13 lessons remain largely unchanged.

These books should be very useful to teachers wishing to introduce a global perspective in the classroom at any grade level. While the updating of the data in the high school lessons renews the utility of the book, some new activities might have been in order.

### 169. HISTORY-SOCIAL SCIENCE FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS

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|---|---|
| **Publisher:** | California State Department of Education |
| **Publication Date:** | 1988 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Book, softbound, 136 pp, $6.00 |
| **Subject Area:** | History, social studies |

The *History-Social Science Framework for California Public Schools* proposes a substantially different curriculum arrangement than the traditional pattern in place in California and the nation for more than 50 years. Key differences include:

- Extensive use of biographies, myths, and folk tales in the primary grades as a means of stimulating interest and reinfusing content into those grades.
- Division of the study of U.S. history chronologically across grades 5, 8, and 11, with grade 5 focusing on the years up to formation of the new nation, grade 8 on the years from 1783 to 1914, and grade 11 on the 20th century.
- Addition of three years devoted to world history – grade 6 on the ancient world (to A.D. 500), grade 7 on the medieval and early modern world (to 1789), and grade 10 on the modern world (1789 to present).

The document provides a rationale for the framework, presents the goals of the program, and describes each course in the sequence.

Although the introduction to the *Framework* suggests that it is designed to put renewed emphasis on history and geography, the real emphasis is clearly on history. Geography is no better covered than in the standard curriculum. It is refreshing to see changes to the traditional approach, although there are serious questions about how well students will retain information spread across six years, whether topics are appropriate to particular grade levels, and why information from the social sciences has been neglected.

### 170. JAPAN IN THE CLASSROOM: ELEMENTARY AND SECONDARY ACTIVITIES

**Authors:** Jacquelyn Johnson and Lynn Parisi with others

**Publisher:** Social Science Education Consortium

**Publication Date:** 1987

**Grade Level:** K-12

**Materials and Cost:** Book, softbound, 183 pp, $15.95

**Subject Area:** Area studies, world cultures, world geography

This sourcebook contains 18 lessons developed by teachers who visited Japan on a summer study program. The lessons are organized into three categories: society and culture (four lessons), Japanese language and literature (six lessons), and international relations (eight lessons). The lessons are designed to be integrated into the standard social studies curriculum; some are also suitable for use in language arts.

Topics covered in the activities include cross-cultural communication, Japanese food, the Japanese system of writing, haiku, population density, economic development, Japanese investment in the United States, and many others. Teaching strategies are equally varied; among the activities in which students are engaged are role plays, making timelines of events in Japanese and world history, small-group analysis of U.S. and Japanese national symbols, analyzing poetry, doing community research, and taking part in a "bingo"-style game on cultural connections. Traditional reading and discussion materials are also included.

The materials in this book are readily usable in classrooms at all levels. One particularly useful feature is the large number of student handouts and examples of Japanese characters for display in the classroom. Many strategies described in the book could be adapted by teachers for use in studying other cultures as well.

### 171. K-6 GEOGRAPHY: THEMES, KEY IDEAS, AND LEARNING OPPORTUNITIES

**Authors:** Walter G. Kemball and others

**Publisher:** Geographic Education National Implementation Project (available from National Council for Geographic Education)

**Publication Date:** 1987

**Grade Level:** K-6

**Materials and Cost:** Book, softbound, 48 pp, $6.00

**Subject Area:** Geography

This resource is based on the previous work, *Guidelines for Geographic Education: Elementary and Secondary Schools*, which suggested themes, geographic concepts, and learning outcomes for all grade levels, K-12. This document takes the five themes – location, place, relationships within places, movement, and regions – and for each elementary grade level lists key ideas for each theme, as well as brief suggestions for ways in which those ideas can be developed. For example, for grade

3 under the theme of movement, one key idea is "Patterns of movement involve people, ideas, and products." Suggested learning opportunities for this idea include "List the places where students' household members travel and classify the places by category...and distance away from the household" and "Evaluate several ways available in the community to send a message to another place within one week's time, one day's time, and one hour's time for delivery." A similar resource for secondary grades is currently in preparation.

This guide is helpful in demonstrating how important geographic ideas can be developed through simple classroom activities. It would be more helpful, however, if the activities were more fully developed. The glossary that concludes the guide should be valuable to elementary teachers.

### 172. NATIONAL SECURITY IN A NUCLEAR AGE

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|---|---|
| **Series Editor:** | Richard C. Remy |
| **Publisher:** | Addison-Wesley |
| **Publication Date:** | 1988 |
| **Grade Level:** | 10-12 |
| **Materials and Cost:** | 5 books, softbound, 216 pp each, $16.00 each |
| **Subject Area:** | Economics, global studies, U.S. government, U.S. history, world geography, world history |

This series of five books, products of a project at the Mershon Center at Ohio State University, are designed "to provide for the systematic inclusion of the subject of national security into American high schools." The five books provide supplemental lessons that can be used in the following high school social studies courses: U.S. history, U.S. government, world history, world geography, and economics. Each book contains 28 to 34 lessons, as well as substantial background information for teachers. Lessons are arranged to make them easy for teachers to infuse into the regular curriculum; the lessons in the book on *American History and National Security* (the only title available for this review), for example, are arranged in chronological order.

The lessons are presented in a standard format. Each includes a preview of main points and a description of the lesson's connection to standard texts. Objectives are given, followed by detailed suggestions for teaching the lesson. A substantial amount of student reading material is provided in the form of black-line masters. In addition, each book includes an introduction for the teacher, along with brief essays introducing individual units. The teaching methods used are fairly traditional – reading, discussion, use of timelines and maps, etc.

The content of this series is what makes it unique. For example, topics in the U.S. history volume include the debate over establishing military academies, press censorship during the Civil War, the ethics of the Panama Canal, public opinion and national security before the World War II, and the domino theory. Other books include lessons on the MX missile, the war powers resolution, alliances and collective security (U.S. government); technology and security in ancient Mesapotamia, the Great Wall of China, the Citizen Army of Revolutionary France (world history); buying the F-15, recruiting a volunteer army, macroeconomic effects of defense spending in Vietnam (economics); and national security issues in Korea, Israel, the Philippines, and the Soviet Union (world geography). Because of the care the authors and editor have taken to make the materials easily usable in standard courses, teachers should be able to implement the lessons with little extra effort.

### 173. PUBLIC PLACES: EXPLORING THEIR HISTORY

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|---|---|
| **Author:** | Gerald A. Danzer |
| **Publisher:** | American Association for State and Local History |
| **Publication Date:** | 1987 |

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|---|---|
| **Grade Level:** | 7-adult |
| **Materials and Cost:** | Book, softbound, 143 pp, $11.95 |
| **Subject Area:** | Community studies, local history |

This book is designed to help those interested in local history examine the "public dimension of the local environment, to see that environment as a product of historical forces, and finally to contemplate the relationship of individual members of a community to the places where they encounter each other." To that end, Danzer devotes a chapter each to five categories of public places – monuments, buildings, town plans, streets and roads, and parks and open spaces. As a chapter explores one category of public place, it also highlights a category of primary source material – speeches, promotional pamphlets, maps, post card views, and annual reports. Some suggestions for interpreting the broader significance of public places are provided. Suggested readings conclude each chapter. The book's final chapter provides directions for using the insights gained by studying public places to better understand the community.

Appendices provide tools for use in conducting studies of the public places in a community. These include a format for constructing a timeline, a checklist for using maps as primary sources, and directions for presenting research results in five different formats.

This book is not directly targeted at teachers and thus does not include teaching suggestions. The information provided is, however, of utmost interest to history teachers. Those willing to spend time translating the information into classroom practice should find the time to have been well spent.

### 174. SCIENCE/TECHNOLOGY/SOCIETY

| | |
|---|---|
| **Authors:** | Various |
| **Publisher:** | Social Science Education Consortium |
| **Publication Date:** | 1987-88 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | 4 books, softbound, 58-222 pp, $6.95-$15.95 |
| **Subject Area:** | Science-related issues |

This series of four books is designed to help curriculum coordinators, teacher trainers, and teachers plan and implement science/technology/society programs in both the science and social studies curricula. The first volume, *A Framework for Curriculum Reform in Secondary School Science and Social Studies*, was written by Faith Hickman, John Patrick, and Rodger Bybee. This much-needed resource provides guidelines for selecting content, process skills, and attitude goals for STS education. Also covered are options for the design of STS curricula; special attention is given to infusing STS into secondary science and social studies classes.

The second volume is a *Training Manual*, which includes a discussion of planning a variety of STS training programs. This discussion is followed by a series of model workshop activities focused on developing awareness of STS, integrating STS into the curriculum, selecting STS materials and activities, and evaluating STS programs.

The final two volumes in the series present model STS lessons. Each volume contains 35 lessons targeted for infusion in either social studies or science courses (although many lessons could be used in both). The teaching strategies, topics, and time needed vary from lesson to lesson.

This series meets a critical need. The *Curriculum Framework* and *Training Manual* are outstanding planning documents, which every science and social studies coordinator should have. The model lessons, while not providing a comprehensive STS program, are eminently usable.

## 175. SMALL-SIZE ECONOMICS: LESSONS FOR THE PRIMARY GRADES

**Author:** Dorothy J. Skeel
**Publisher:** Scott, Foresman
**Publication Date:** 1988
**Grade Level:** K-3
**Materials and Cost:** Book, softbound, 32 pp, $5.95
**Subject Area:** Economics

This collection of 20 activities has two general goals: to help young students deal with the economic decisions in their own lives and to build a base of economic understanding. The lessons are divided into those appropriate for grades K-1 and those suited for grades 2-3. Each lesson presents an economic concept in conjunction with a typical topic from the social studies curriculum.

Among the concepts covered in the lessons are needs and wants, scarcity, goods and services, producer and consumer, resources, buying and selling, and interdependence. Teaching strategies include discussion, role playing, simulation, picture analysis, and field trips. Thirteen worksheets are also provided for reinforcement and evaluation. An example activity involves students in role playing a consumer and three producers (of lemonade, "fruit delight," and "slush") competing for his/her business; the class then discusses the consumer's decision.

Most of these activities require only about 15 minutes to use and can thus be easily implemented. Instructions are as detailed as the limited number of pages allows. The price, however, seems a bit high for such a small volume.

## 176. STUDYING RUSSIAN AND SOVIET HISTORY

**Editor:** Abraham Ascher
**Publisher:** Social Science Education Consortium
**Publication Date:** 1987
**Grade Level:** 10-14
**Materials and Cost:** Book, softbound, 122 pp, $9.95
**Subject Area:** Area studies, world history

The materials in this collection were developed by scholars for a series of conferences on Russian and Soviet history. The materials cover Russian and Soviet history from earliest times to the present. Topics of the six substantive essays are "Pre-Petrine Russia," "Russia from 1689 to 1825/55," "Russian Intellectual History to 1917," "Revolutionary Russia, 1861-1921," "Soviet Russia Under Lenin and Stalin, 1921-1953," and "The Soviet Union Since 1953." For each of these topical essays, a parallel bibliographic essay rich in sources is also provided. The authors are eminent historians: Andrzej S. Kaminski, Marc Raeff, Richard Wortman, Abraham Ascher, Robert C. Tucker, and Vojtech Mastny.

This is an excellent resource for high school or community college history instructors who wish to improve their understanding of Russian and Soviet history. It would also be useful to librarians wishing to improve their holdings in this area. The book does not, however, provide practical suggestions for using the information provided to enrich the curriculum. Such suggestions would be a helpful addition or supplement to the text.

## 177. TEACHER'S RESOURCE GUIDE: LESSONS ON CURRENT U.S. FOREIGN POLICY ISSUES

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|---|---|
| **Authors:** | Mary E. Soley, Jacquelyn S. Johnson, and Barbara Miller |
| **Publisher:** | Foreign Policy Association |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Book, unbound, 3-hole-punched, 223 pp, $19.95 |
| **Subject Area:** | Global studies, U.S. government, U.S. history |

This collection of 17 activities has three goals: (1) to provide teachers with activities on "current U.S. foreign policy issues" that can be used in standard social studies classes, (2) to develop students' critical thinking skills, and (3) to promote "students' willingness and ability to participate effectively in the democratic process." Among the policy issues covered are military alliances, U.S.-Soviet relations, the sanctuary movement, U.S.-South African relations, terrorism, the work of ambassadors, and international drug trade.

Although the predominant instructional strategies are reading, data analysis, and discussion, variety is provided through such activities as a role play on South Africa, interviewing parents on how their opinions on Vietnam were formed, and researching how their own community participates in foreign affairs. The student handouts provided with the lessons contain a wealth of information for which creative teachers will be able to find multiple uses.

Although the authors point out that the rapidly changing nature of foreign policy issues may date some lessons rather quickly, many will remain useful for several years to come. Given the dearth of materials on foreign policy, this guide is a valuable resource for government and history teachers.

## 178. TEACHING ABOUT AFRICA: TRADITION AND CHANGE

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|---|---|
| **Authors:** | Carol Vogler and Peter Downing |
| **Publisher:** | Center for Teaching International Relations |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Book, spiralbound, 192 pp, $29.95 |
| **Subject Area:** | Area studies, global studies |

The aim of this activity book, which the authors point out is not comprehensive, is "to foster the development of a better and more accurate understanding of what Africa is today and what it might be in the future." The book's 25 activities are organized into three sections: "Perception," which includes activities on similarities and differences between ourselves and Africans, common perceptions of Africa, and the geographic diversity on the continent; "Tradition vs. Modernization," which looks at the degree of modernization in some parts of Africa, as well as how the traditions of family decision making and village markets operate; and "Role in Global Community," which looks at such topics as our connections with Africa, policy choices facing the United States, apartheid, and organizations of African nations. A brief bibliography concludes the book.

The activities employ a range of teaching strategies, including picture analysis, map reading and making, analyzing myths and fables, simulating an African market, and role playing. Detailed questions for conducting discussions are provided, as are masters for student handouts.

As the authors point out, this book does not provide comprehensive coverage of Africa. Teachers with well-planned units on Africa should find these varied activities a welcome addition to their curricula.

## 179. TEACHING ABOUT THE FUTURE: TOOLS, TOPICS, AND ISSUES

| | |
|---|---|
| **Authors:** | John D. Haas and others |
| **Publishers:** | Social Science Education Consortium and Center for Teaching International Relations |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Book, softbound, 176 pp, $21.95 |
| **Subject Area:** | Future studies |

The authors of this volume believe that "studying the future is fun and fascinating for children, youth, and adults." To help teachers capitalize on those attributes, they have created this collection of 30 teaching activities. The activities are organized into three sections. The first presents warm-up mini-lessons to "spur interest and provide creative thinking." The second section presents lessons that focus on techniques used by futurists – the time series graph, cross-impact matrix, and decision tree among others. The third section presents lessons on a range of futures issues, including energy resources, food, health technology, transportation, and education.

Each activity is presented in a standard format, with an introduction, objectives, an indication of the appropriate grade level and the time and materials required, and step-by-step procedures for conducting the activity. Follow-up projects are suggested for some activities; related resources are listed for all. Masters for student handouts are provided as needed. Other aids provided are a brief article on the art of forecasting, a futures bibliography for teachers, and a discussion of future technological developments, which itself could be used to generate numerous teaching ideas.

Virtually any secondary social studies teacher and many secondary science teachers should be able to find activities appropriate to their courses in this useful collection. Because science and technology are such important determinants of what the future will be like, those interested in science/technology/society education should find this an especially interesting resource.

## 180. TEACHING ABOUT KOREA: ELEMENTARY AND SECONDARY ACTIVITIES

| | |
|---|---|
| **Editors:** | Yong-sook Lee, Jae-taik Yoo, and Jacquelyn Johnson |
| **Publishers:** | Social Science Education Consortium and Korean Educational Development Institute |
| **Publication Date:** | 1986 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Book, softbound, 232 pp, $15.95 |
| **Subject Area:** | Area studies, world cultures |

This international effort in curriculum development was undertaken to provide U.S. teachers and students with relevant classroom materials on Korean culture and society. It begins with a brief overview of Korean history, which is followed by 18 teaching activities and a list of resources for teaching about Korea. The activities cover a range of cultural and economic topics: the Confucian ethic, education in Korea, Korean foods, the Korean alphabet, Korean games, trade with the United States, and Koreans in the United States to name a few. The teaching strategies are also varied, ranging from basic reading and discussion activities to construction of Korean kites to poetry analysis. Extensive teacher background information is provided for many of the activities.

As a Pacific Rim nation with an expanding economy, Korea will be assuming growing importance to Americans. With few materials available on the subject, this resource fulfills a need. It could be improved by including some activities on Korean government.

### 181. TEACHING HISTORY IN THE ELEMENTARY SCHOOL

**Authors:** John D. Hoge and Claudia Crump

**Publisher:** Social Studies Development Center and ERIC Clearinghouse for Social Studies/Social Science Education

**Publication Date:** 1988

**Grade Level:** K-6

**Materials and Cost:** Book, softbound, 145 pp, $10.00

**Subject Area:** History

The authors of this idea-packed resource state their purpose in the introduction: "This book is about what is feasible in teaching history to young children. It advocates more and better teaching of history in the belief that improving history instruction in the elementary school is a fundamental first step toward improving all of elementary social studies."

The first chapter looks at the nature of history and reviews the research related to teaching and learning of history in the early grades; the authors summarize conclusions that can be drawn from the research and suggest areas for additional investigation. The second chapter examines how history is generally taught in the curriculum, as well as the treatment of history in social studies texts. It also provides goals for history instruction at the elementary level.

The book's next six chapters (grades K and 1 are combined in a chapter) present goals for a particular grade level, followed by samples of appropriate lessons that address those goals. The lessons are well detailed, including planning information (list of materials and curricular connections), objectives, procedures, and evaluation strategies. Teaching strategies are varied, with many involving use of community resource persons and data collection of various kinds.

The book concludes with a summary chapter, a bibliography, and a list of related resources available in the ERIC system.

### 182. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL: ISSUES AND PRACTICES

**Authors:** Mark C. Schug and R. Beery

**Publisher:** Scott, Foresman

**Publication Date:** 1987

**Grade Level:** K-6

**Materials and Cost:** Book, hardbound, 412 pp, $22.90; teacher's guide, softbound, 184 pp, free

**Subject Area:** Social studies teacher education

This new methods text has two major purposes: (1) to provide "practical guidance for teaching elementary social studies," and (2) to encourage preservice teachers to make their own decisions regarding such questions as "Should I emphasize teaching aimed at transmitting traditional citizenship goals? Or should I focus on teaching social science concepts and information?" The first section challenges the reader to reflect on a number of these kinds of issues – What is social studies? What is the rationale for teaching social studies? What content should be taught? What must teachers know about cognitive development to help students learn?

The text's second section looks at planning, teaching, and evaluating. Topics covered in the chapters include using a textbook, leading class discussion, developing students' communication and thinking skills, helping students understand concepts and generalizations, and the role of values. The book's final section is called "Enhancing Social Studies Instruction" and examines such eclectic issues as current affairs and special events, simulations, computers, such "special" topics as global education and economic education, and becoming a professional teacher.

The instructor's manual accompanying the text includes chapter overviews, objectives, concepts, student activities, and discussion topics, as well as multiple-choice test items. The manual also includes a reference section and 29 supplemental activities, many of which are reproduced from other Scott, Foresman publications.

One characteristic that makes this book different from most other methods texts is its emphasis on issues related to content count. The text itself contains many teaching activities inservice teachers could use, as does the instructor's manual (although the publisher's self-promotion in these activities is less appealing). The lengthy discussion revolving around stage theory may already be dated, as recent research sheds new light on cognitive development.

### 183. THOSE BLOOMIN' BOOKS: A HANDBOOK FOR EXTENDING THINKING SKILLS

| | |
|---|---|
| **Author:** | Carol Sue Kruise |
| **Publisher:** | Libraries Unlimited |
| **Publication Date:** | 1987 |
| **Grade Level:** | K-6 |
| **Materials and Cost:** | Book, softbound, 229 pp, $17.50 |
| **Subject Area:** | Language arts, social studies skills |

The author, an elementary library/media specialist, hopes that this book will "serve as a resource in teachers' efforts to encourage children to become creative, problem-solving adults." The book's title is a pun on the name of Benjamin Bloom, whose taxonomy of thinking skills is used to organize the activities provided in the book. The activities are keyed to 38 children's books. For each book, Kruise provides preparatory activities; knowledge and comprehension questions; and application, analysis, synthesis, and evaluation activities.

A number of the books – *And Then What Happened, Paul Revere?*, *The Legend of Bluebonnet*, *The Lorax*, *My Brother Sam Is Dead*, and others – tie directly to the social studies curriculum. Examination of the material for one such book, *Going West*, exemplifies the book's approach. As a preparatory activity, students brainstorm hardships a pioneer family might face. After the story is read, they answer knowledge ("Who was in charge of the wagon train?") and comprehension ("List as many reasons as you can for why people moved West.") questions. Suggested activities include producing a newspaper containing stories about the trip west, comparing and contrasting pioneer life with life today, drawing cartoons with a frontier theme, and discussing whether the pioneers' cooperative approach to work could be used in communities today.

Elementary teachers and librarians should find this a useful resource. Concerned parents could also use many of the activities suggested.

### 184. U.S. HISTORY, BOOK 1 and BOOK 2

| | |
|---|---|
| **Authors:** | Louise Cababe and others |
| **Publisher:** | Wm. C. Brown |
| **Publication Date:** | 1987 |
| **Grade Level:** | 8 |
| **Materials and Cost:** | 2 books, spiralbound, 285 and 281 pp, $34.95 each or $62.20 for pair |
| **Subject Area:** | U.S. history |

These two books – the first covering the years up to 1876 and the second from 1876 to the present – contain 36 lessons and five unit tests each. The goals of these supplementary lessons are to "teach students that it is not only factual data but the process of history that is important" and to help students "evaluate events of the American past in light of present day values and laws, thus extending their skills in the affective domain." Various matrices are presented to help teachers plan for use of the materials.

Lessons are arranged in chronological order. Units in *Book 1* are "Exploring and Settling the New World," "Formation of the New Nation," "Expansion of the Nation," "The Civil War Period," and "The Closing of the Frontier." In *Book 2*, units are "The Gilded Age," "America as a World Power," "Between the Wars," "Democracy vs. Totalitarianism," and "The Second American Revolution." Most lessons expand on topics covered in textbooks, providing more information or helping students examine the topic from a different perspective. Others deal with topics or people largely ignored in texts – Western artist George Catlin, the KKK in the 1924 presidential election, and spinoffs from the space program. Teaching strategies are varied; a large number of lessons involve using source material and/or completing worksheets.

Most eighth-grade history texts contain a limited amount of source material. Teachers seeking more such material, as well as those seeking seatwork or homework material, should find these books extremely helpful.

### 185. WHAT DO OUR 17-YEAR-OLDS KNOW?

| | |
|---|---|
| **Authors:** | Diane Ravitch and Chester E. Finn, Jr. |
| **Publisher:** | Harper and Row |
| **Publication Date:** | 1987 |
| **Grade Level:** | K-12 |
| **Materials and Cost:** | Book, hardbound, 302 pp, $15.95 |
| **Subject Area:** | U.S. history, world history |

This much-publicized book reports the findings of a national assessment of what 17-year-olds know about history and literature. The assessment had three goals: (1) to produce "some reliable national information about the present condition of basic knowledge in these areas," (2) "to provide baseline data for future tests," and (3) "to fill in some gaps in current knowledge about the teaching of history and literature in the high schools" by asking students to describe what happens in their classes.

In the introduction to the volume, the authors describe how and why the assessment was conducted and present the "learning objectives" for the two assessments (these sections are actually lists of general topics rather than specific objectives). In the second section, they describe how students did on the 141 history questions and 121 literature questions. The authors stress that the questions were not difficult: "Students did not have to analyze or interpret a passage, perform a calculation, intuit a relationship, construct an analogy, or puzzle out a multistage problem." Yet students did rather poorly; in the history assessment, the average student correctly answered 54.5 percent of the questions he/she attempted. The authors discuss student performance on each of the 16 clusters or subscales into which the test was divided. Students exceeded 70 percent on only two clusters – maps and geography and science and technology.

The third chapter, "Behind the Scores," looks at correlations between such factors as parent education, sex, and ethnic background and performance on the test. One of the most disturbing results was that girls did more poorly than boys on the history assessment, a finding the authors admit they are at a loss to explain. This chapter also includes student reports of such behaviors as attendance, television viewing, reading, and instructional strategies used in history and literature classes. Answers to the last category of questions should provide interesting reading for every history teacher. The final chapter presents the authors' recommendations for remedying the problem the assessment revealed: students appear to know little about history and literature.

Because of the attention this study has received in the media and the importance it is likely to have in shaping course requirements in some states, it is must reading for all history teachers.

Whether one agrees with the authors' recommendations or not, the book provides a great deal of data that should inform teachers thinking about what it is they do and teach in their classrooms.

### 186. WORLD CULTURES AND GEOGRAPHY

| | |
|---|---|
| **Authors:** | Nancy F. Artis, Mary Enda Costello, and Robert Miltner |
| **Publisher:** | Wm. C. Brown |
| **Publication Date:** | 1987 |
| **Grade Level:** | 7 |
| **Materials and Cost:** | Book, spiralbound, 283 pp, $34.95 |
| **Subject Area:** | World cultures, world geography |

This resource is a collection of teacher-developed lessons designed for use in middle school geography courses. The 40 lessons are designed to develop four themes: geographic diversity, cultural characteristics, cultural diversity, and dependence/independence/interdependence. The lessons are organized into four sections: "Our Global Village" (an introduction to geography, culture, and map skills), "Around Our World" (lessons on 21 nations and/or regions), "Hands Across Our World" (lessons on such "cultural" topics as folktales, languages, sports, and women), and "Hands on Our World" (problem-solving lessons).

The lessons are provided in a standard format, with each having objectives, notes to the teacher, and step-by-step procedures. Most of the lessons involve discussion and completion of worksheets, although other teaching strategies are also used. Various matrices are provided to help teachers use the materials.

Teachers in search of seatwork will find much to recommend this book. It contains 92 handouts in all; many include maps, data, and readings, as well as student exercises. The maps taken from other sources are quite useful, but the few created specifically for this book are less well done. The material is at times not gracefully written, contains at least one glaring factual error (India is said to have more people than China), and could have benefited from a more thorough edit.

### 187. WORLDWAYS: BRINGING THE WORLD INTO THE CLASSROOM

| | |
|---|---|
| **Authors:** | Pamela Elder and Mary Ann Carr |
| **Publisher:** | Addison-Wesley |
| **Publication Date:** | 1987 |
| **Grade Level:** | 4-9 |
| **Materials and Cost:** | Book, spiralbound, 261 pp, $18.00 |
| **Subject Area:** | Global studies |

*Worldways* provides "a broad-based rationale for teaching with a global perspective," supported by 76 activities and an extensive resource section. The activities are randomly ordered to provide flexibility to the teacher in planning. Correlations of the activities with standard curricular areas help organize the planning task. The wide-ranging topics allow selected activities to be used in language arts (including ESL), social studies, math, science, art, home economics, and physical education. Sample topics are resource distribution, folktales, human rights, dwellings, spread of disease, the effect of human activities on the environment, games around the world, and international treaties.

The teaching activities are equally varied. Students are involved in dictionary searches, mapping, simulations, creating games and toys, analyzing literature, building models, interpreting music through art, creating bulletin boards, planning an international event for the school, and other activities.

The resources section of *Worldways* lists works on the theory of global education, curriculum materials, periodicals, organizations, atlases and almanacs, resources listed in the various activities, and state projects in global education. Twelve appendices provide such aids as copies of the Universal Declaration of Human Rights and Declaration of the Rights of the Child and a list of embassies and tourist offices.

*Worldways* is a rich global education resource. It should be especially helpful to teachers new to the field.

### 188. YOUNG AND THE OLD, THE: A SOURCEBOOK ON AGING

| | |
|---|---|
| **Author:** | Sandra Zins |
| **Publisher:** | J. Weston Walch |
| **Publication Date:** | 1988 |
| **Grade Level:** | 7-12 |
| **Materials and Cost:** | Book, spiralbound, 119 pp, $13.00 |
| **Subject Area:** | Psychology, sociology |

This sourcebook of lessons on aging is designed to support the "ultimate goal of gerontologic studies – to think about and prepare for one's own successful aging." The book contains eight units aimed at moving students toward that goal. Unit titles are "Introduction to Aging," "Demography of Aging," "Sociology of Aging," "Psychology of Aging," "Biology of Aging," "Preretirement-Retirement," "The Reality of 'My' Aging," and "Aging: Yesterday, Today, and Tomorrow." Each unit contains five lessons. For example, the unit on psychology covers intelligence, learning, stress, senility, and pet therapy.

Each lesson consists of a page of student material, with at least one exercise combined with narrative, accompanied by a page of teacher information. Included for teachers are additional information on the lesson topic, answers to student exercises, additional suggested activities, and a brief list of resources (generally two or three items). Also provided in the book are a 40-item pretest and an appendix of masters for transparencies.

The information in these lessons is interesting, covering as it does all aspects of aging. Much of this information is omitted from social studies textbooks. However, the activities are not as well done. For example, in a lesson on abuse of the elderly, students read about some of the factors involved in abuse, as well as the common types of abuse. They then read a brief account of a 90-year-old woman who was kept prisoner in a metal shed by her niece and nephew. The question students are asked to respond to – "How can such a tragedy happen in today's society?" – is so amorphous as to be virtually unanswerable. Thus, teachers who use this resource will probably want to develop more structured questions to accompany the valuable material presented.

**Bibliographies/Directories**

### 189. LEARNING ABOUT THE SOVIETS: SELECTED TEACHING RESOURCES

| | |
|---|---|
| **Publisher:** | Educators for Social Responsibility |
| **Publication Date:** | 1986 |
| **Grade Level:** | 3-12 |
| **Materials and Cost:** | Book, softbound, 29 pp, $5.00 |
| **Subject Area:** | Area studies |

104 entries, including both materials and resources; mostly annotated.

### 190. NEW GLOBAL YELLOW PAGES, THE

**Publisher:** Global Perspectives in Education
**Publication Date:** 1986
**Grade Level:** K-12
**Materials and Cost:** Book, binder, 172 pp, $30.00
**Subject Area:** Global studies

165 entries; extensively annotated and indexed.

### 191. REVIEW OF RESOURCES: TEACHING LAW AND THE CONSTITUTION

**Editor:** Mary Elizabeth Glade
**Publisher:** Social Science Education Consortium
**Publication Date:** 1987
**Grade Level:** K-12
**Materials and Cost:** Book, softbound, 154 pp, $14.95
**Subject Area:** Law-related education, U.S. government

160 entries; extensively annotated and indexed; introductory essays on civic education and the Constitution; bibliographies.

### 192. SELECTED ETHNIC LITERATURE: AN ANNOTATED BIBLIOGRAPHY OF TWELVE ETHNIC GROUPS

**Compilers:** Sharon Zirbes Fuller and H. Virginia Chacon
**Publisher:** Ukrapress
**Publication Date:** 1986
**Grade Level:** 7-12
**Materials and Cost:** Book, spiralbound, 67 pp, $3.00
**Subject Area:** Ethnic studies, multicultural education

329 entries; briefly annotated; lists of additional resources and ethnic holidays.

### 193. WOMEN'S HISTORY: A RECOMMENDED CORE BIBLIOGRAPHY

**Authors:** Catherine R. Loeb, Susan E. Searing, and Esther F. Stineman
**Publisher:** Libraries Unlimited
**Publication Date:** 1987
**Grade Level:** 10-college
**Materials and Cost:** Book, hardbound, 236 pp, $23.50
**Subject Area:** Women's studies

645 entries; annotated and indexed.

### 194. WOMEN IN THE WORLD: ANNOTATED HISTORY RESOURCES FOR THE SECONDARY STUDENT

**Editors:** Lyn Reeser and Jean Wilkinson
**Publisher:** Scarecrow Press
**Publication Date:** 1987
**Grade Level:** 7-12
**Materials and Cost:** Book, hardbound, 228 pp. $19.50
**Subject Area:** Women's studies, world history

436 entries; extensively annotated and indexed; illustrated with line drawings and thought-provoking quotations from the works reviewed.

# AUTHOR/EDITOR/DEVELOPER INDEX

Aldrich, John H.–46
Allen, Rodney F.–112
Archambault, John–16
Artis, Nancy F.–186
Ascher, Abraham–176
Atwood, Beth S.–26
Atwood, Virginia A.–166

Backler, Alan–57
Bass, Herbert J.–85
Beery, R.–182
Belina, Tom–12
Bender, David L.–121
Berlin, William–76
Bice, David A.–112
Biller, Edward L.–65
Black, Eric–108
Boorstin, Daniel J.–78
Boulding, Elise–158
Brady, Patricia–152
Brink, Dean C.–79
Brodsky, Joan–88
Brown, James E.–74
Brown, Richard C.–85
Brown, Tricia–11
Brun, Henry–58
Burleigh, Robert–127

Cababe, Louise–184
Carr, Mary Ann–187
Carter, Gladys–131
Center for Economic Education–135
Chacon, H. Virginia–192
Chamovitz, Sheila–144
Cheney, Lynne V.–156
Clark, Leon–49
Clawson, Elmer U.–81
Clayton, Gary E.–74
Corbin, Denee–21
Costello, Mary Enda–186
Crump, Claudia–181
Cullen, Derek–22

Danzer, Gerald–173
David M. Kennedy Center for International
Studies–95
Davis, Daniel F.–66
Davis, James E.–164
Demi–18
Downing, Peter–178
Drake, Frederick–21
Dunn, Ross E.–68

Echaore-Yoon, Susan D.–12
Edwards, Gabrielle I.–94
Ehman, Lee H.–163
Eisenberg, Bonnie–30, 148
Elder, Pamela–187
Elowitz, Larry–76
Engle, Shirley H.–165
Espenshade, Edward B.–102
Eubanks, Marsha–23

Felton, Randall G.–112
Finn, Chester E., Jr.–185
Fischer, Joel–103
Fisher, Ron–91
Fitzgerald, Thomas–23
Fraenkel, Jack R.–73
Franklin, Paula A.–50
Friedland, Mary–12
Fuller, Sharon Zirbes–192
Fuqua, Anne-Louise–125
Fuqua, Paul–125

Glade, Mary Elizabeth–191
Glenn, Allen D.–163
Goldman, Eric–93
Goldstein, Eleanor–86, 122
Gormly, Anne V.–64
Graham, Alma–6
Graff, Henry F.–70
Grifalconi, Ann–29
Gritzner, Charles F.–77
Groisser, Philip S.–67

Haas, John D.–179
Hampton, Henry–132
Hardy, Richard J.–59
Hargrove, Julia–110
Harper, Robert A.–84
Hartley, William H.–71
Harvey, Robert–57
Hirsch, E.D., Jr.–162
Hodgetts, Richard M.–52
Hogan, Vivian D.–75
Hoge, John D.–181
Huntington, Richard H.–79

Isaacs, Sally S.–24

Jantzen, Steven L.–69
Johnson, Jacquelyn S.–170, 177, 180

Kamerman, Sylvia E.–109
Kane, Frank T.–73
Kelley, Brooks Mather–78
Kellman, Jerold L.–9
Kellman, Nancy L.–9
Kemball, Walter G.–171
Killoran, James–103
Kimball, John C.–98
Knaup, Marianne–19
Knowlton, Mary Lee–20

Krieger, Larry S.—69, 82
Kronenwetter, Michael—100
Kruise, Carol Sue—183

Lacey, Bill—153
Lee, Jeanne—7
Lee, Yong-sook—180
Leon, Ruth—131
Leone, Bruno—121
Lerner, Edward—96
Levine, Sol—67
Lewinski, Marcel—51
Linden, Glenn M.—79
Loeb, Catherine R.—193
Luker, G.J.W.—55
Luker, William A.—55
Lunger, Norman—66

Maier, Pauline—48
Martelli, Leonard—6
Martin, Bill, Jr.—16
Martin, David A.—55
McClenaghan, William A.—80
McCormick, Regina—164
McCuen, Gary E.—117
McKnight, Claudia—25
McMahon, Edward T.—111
Meinbach, Anita Meyer—28
Miller, Barbara—23, 177
Miller, Gary J.—46
Miller, Roger Leroy—54
Miltner, Robert—186
Mings, Turley—83
Mrazkova, Daniela—90
Murray-Robertson, John—22

Neill, Kenneth—69
Nelson, Larry Steven—140
Nelson, Murry R.—160
Nero, Ann Briscoe—14

Ochoa, Anna S.—165
O'Connor, David E.—56
Olson, Ann—113
O'Reilly, Kevin—147
Ostrom, Charles W., Jr.—46

Parisi, Lynn—170
Patton, Clyde P.—85
Pearson, Janice V.—23
Peck, Ira—62, 82
Phelan, Mary Kay—21

Rankin, Phoebe—4
Ravitch, Diane—185
Redden, Charlotte—72
Reeser, Lyn—194
Reich, Jerome R.—65
Remes, Vladimir—90
Remy, Richard C.—76, 172
Roberts, Paul M.—50
Rohde, David W.—46
Rosenthal, Janet—24
Ruthsdotter, Mary—148

Sachner, Mark J.—20
San Francisco-Bay Area Physicians for Social
Responsibility—145
Schug, Mark C.—182
Schwach, Howard J.—99
Scott, Corinn Codye—8
Scott, Kathryn P.—155
Seager, Joni—113
Searing, Susan E.—193
Sims, Randall B.—146
Singleton, Laurel R.—24
Skeel, Dorothy J.—175
Smart, Terry L.—52
Smith, Allen W.—63
Smith, Carter—87
Smith, Robert F.—75
Snow, Roberta—167
Soley, Mary E.—177
Splaine, John—161
Starr, Jerold M.—61
Stenson, Elizabeth—4
Stineman, Esther F.—193
Stoltman, Joseph P.—84, 102
Swanson, James L.—60
Switzer, Kenneth—72

Turner, Mary Jane—72

Vincent, William S.—71
Vogler, Carol—178

Watson, George G., Jr.—53
Watts, Michael W.—75
Whitman, John R.—47
Wilkinson, Jean—194
Woolever, Roberta—155

Yoo, Jae-taik—180

Zimmer, Stuart—103
Zins, Sandra—188

# GRADE-LEVEL INDEX

**Early childhood-3**—1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 16, 18, 23, 25, 26, 27, 29, 31, 32, 33, 35, 37, 40, 41, 44, 155, 156, 158, 159, 160, 161, 162, 163, 165, 166, 167, 168, 169, 170, 171, 175, 180, 181, 182, 183, 185, 189, 190, 191

**4-6**—1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 57, 87, 99, 113, 119, 155, 156, 157, 158, 159, 160, 161, 162, 163, 165, 166, 167, 168, 169, 170, 171, 180, 181, 182, 183, 185, 187, 189, 190, 191

**7-9**—2, 3, 9, 13, 15, 17, 19, 22, 25, 28, 30, 31, 34, 35, 36, 39, 40, 41, 43, 44, 45, 48, 49, 50, 56, 57, 58, 60, 61, 62, 65, 66, 67, 68, 69, 71, 73, 76, 77, 78, 81, 84, 85, 86, 87, 88, 89, 90, 91, 94, 95, 96, 97, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 117, 118, 119, 120, 122, 123, 124, 125, 126, 127, 128, 132, 133, 134, 135, 136, 138, 139, 141, 142, 144, 148, 149, 153, 155, 156, 157, 158, 159, 161, 162, 163, 164, 165, 167, 168, 169, 170, 173, 174, 177, 178, 179, 180, 184, 185, 186, 187, 188, 189, 190, 191, 192, 194

**10-12**—17, 30, 31, 35, 36, 40, 41, 43, 45, 46, 47, 49, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 86, 87, 88, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 156, 157, 158, 159, 161, 162, 163, 164, 165, 167, 168, 169, 170, 172, 173, 174, 176, 177, 178, 179, 180, 185, 188, 189, 190, 191, 192, 193, 194

**College-adult**—40, 41, 43, 45, 46, 61, 86, 90, 92, 95, 98, 108, 113, 116, 121, 122, 132, 133, 136, 139, 146, 149, 158, 162, 173, 176, 193

# PUBLISHER INDEX

ABC-Clio—164
Addison-Wesley—52, 81, 172, 187
Agency for Instructional Technology—34
AGC Education and Research Foundation—135
Allyn and Bacon—73, 80
American Association for State and Local History—173
American Association for World Health—104
American Friends Service Committee—152
American Humane Association—23
Amsco—50, 58, 67, 103
Anti-Defamation League of B'nai B'rith—31, 32
Aristoplay—39, 40, 41, 45

Bi-Folkal Productions—126
Blackside—132
Brown, Wm. C.—184, 186
Bureau of the Census—159

California State Department of Education—169
Center for International Training and Education—49
Center for Social Studies Education—61
Center for Teaching International Relations—115, 168, 178, 179
Center to Prevent Handgun Violence—134
Childrens Press—13
Close Up Foundation—93, 97, 114
Critical Thinking Press—161

Domestic Policy Association—139
Dushkin—83

Education Development Center—104
Educational Audio Visual—131, 147
Educational Film and Video Project—143, 145
Educational Insights—1
Educators for Social Responsibility—167, 189

Facts on File—87, 90, 92
Foreign Policy Association—98, 115, 116, 177
Franklin Watts—100

Game School Corporation—38, 42
Gareth Stevens—20
Garrett Park Press—95
GEM—117
Geographic Education National Implementation Project—171
Glencoe—54, 60, 75, 76, 79
Glenhurst Publications—149
Global Perspectives in Education—190
Good Year Books—28
Graphic Learning—24
Greenhaven Press—121

Harcourt Brace Jovanovich—5, 56, 71, 160
Harper and Row—185

Hawkhill Video – 129, 130, 137, 150
Heath – 48, 55, 69, 77
Henry Holt – 7, 11, 16, 18
Holt, Rinehart and Winston – 47, 65
Houghton Mifflin – 46, 59, 70, 162

ILIOS – 35
Information Aids – 118
Interact – 88, 153

Janus – 12
Joint Council on Economic Education – 10

Knowledge Unlimited – 119
Korean Educational Development Institute – 180

Libraries Unlimited – 183, 193
Lifetime Learning Systems – 134
Little, Brown – 29, 155

McDougal, Littell – 53, 68
McGraw-Hill – 6
Merrill – 72, 74
Metropolitan Museum of Art – 15
Milliken – 19, 89

National Council for the Social Studies – 166
National Endowment for the Humanities – 156
National Geographic Society – 33, 36, 37, 91, 128, 138, 142
National Science Foundation – 107
National Women's History Project – 25, 30, 148
Nelson Canada – 4
New Day Films – 144
New Horizons Press – 49
Newsweek – 120
Nuclear Escape – 43

PBS Video – 132
Perfection Form – 21, 110
Plays, Inc. – 109
Prentice Hall – 78

Quercus – 8

Rand McNally – 14, 102
Random House – 63, 64
Resource Games – 44
Roosevelt Center for American Policy Studies – 151, 154
Rosen Publishing Group – 94

Scarecrow Press – 194
Scholastic – 62, 66, 82, 84
Scott, Foresman – 2, 9, 51, 155, 175, 182
Simon and Schuster – 99, 101, 113
Silver Burdett and Ginn – 3, 22, 85
Social Issues Resource Series – 86, 122
Social Science Education Consortium – 23, 168, 170, 174, 176, 179, 180, 191
Social Studies Development Center – 163, 181
Society for Visual Education – 127

Teachers College Press – 57, 158, 165
TeleJapan – 133
Time – 123

Ukrapress – 192
United Learning – 125, 140, 141, 146
University of Washington East Asia Resource Center – 27
U.S. News and World Report – 124

Walch, J. Weston – 96, 188
Walsworth – 112
Weekly Reader – 26
West – 111
Westview Press – 108
WETA-TV – 136
World Almanac – 17
World Bank – 106
World Eagle – 157

Youth for Understanding – 105

## SUBJECT-AREA INDEX

American studies – 93
Area studies – 11, 18, 20, 27, 29, 34, 49, 61, 90, 95, 98, 101, 105, 125, 133, 136, 149, 151, 167, 170, 176, 178, 180, 189

Citizenship education – 23, 71, 129, 165
Civics – 39, 71, 73, 108, 129, 134, 158
Community studies – 173
Computer education – 163
Current issues – 32, 43, 86, 90, 94, 96, 108, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 135, 139, 140, 141, 145, 146, 151, 152, 158

Economics – 10, 52, 53, 54, 55, 56, 63, 74, 75, 81, 83, 97, 106, 135, 136, 152, 157, 164, 172, 175
Ethics – 100
Ethnic studies – 192

Future studies – 158, 179

Geography – 14, 19, 22, 36, 44, 45, 157, 171
Global studies – 7, 18, 20, 29, 34, 49, 57, 58, 61, 91, 95, 96, 98, 101, 102, 104, 106, 113, 114, 115, 116, 117, 118, 121, 125, 152, 158, 168, 172, 177, 178, 187, 190

Health education – 104
History – 169, 181
Human relations – 94
Humanities – 92, 126, 156

Interdisciplinary social studies – 2, 3, 5, 6, 31, 92

Language arts – 4, 24, 161, 162, 183
Law-related education – 100, 103, 108, 111, 134, 139, 144, 146, 191
Local history – 173

Map skills – 14, 19, 33
Multicultural education – 16, 31, 32, 132, 192

Nuclear education – 43, 140, 143, 154

Peace education – 158, 167
Political science – 151
Psychology – 64, 188

Reading in the content areas – 1

Science-related issues – 107, 117, 130, 137, 138, 141, 142, 150, 174
Social studies – 1, 4, 115, 120, 122, 123, 124, 143, 163, 165, 166, 169
Social studies skills – 26, 28, 161, 183
Social studies teacher education – 155, 160, 182
Sociology – 82, 146, 149, 157, 159, 188

U.S. government – 12, 21, 38, 39, 46, 47, 51, 59, 71, 72, 73, 76, 80, 93, 100, 103, 108, 110, 114, 129, 134, 135, 144, 172, 177, 191
U.S. history – 8, 9, 13, 15, 16, 17, 21, 22, 24, 25, 30, 35, 37, 38, 40, 41, 42, 48, 50, 61, 65, 66, 67, 70, 78, 79, 85, 87, 88, 89, 93, 99, 100, 107, 109, 110, 126, 127, 128, 132, 141, 144, 147, 148, 153, 156, 159, 162, 172, 177, 184, 185

Women's studies – 25, 30, 113, 148, 149, 150, 193, 194
World cultures – 27, 95, 102, 105, 125, 133, 136, 149, 170, 180, 186
World geography – 27, 34, 57, 60, 77, 84, 85, 101, 102, 105, 106, 113, 125, 133, 136, 170, 172, 186
World history – 9, 15, 42, 58, 62, 68, 69, 91, 98, 112, 125, 131, 149, 162, 172, 176, 185, 194

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164

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